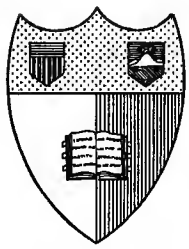
Cornell University Library
L 111.H5 1890
Report on education in the United States
3 1924 013 033 398 mann



New York
State College of Agriculture
At Cornell University
Ithaca, N. Y.

Library



The original of this book is in
the Cornell University Library.

There are no known copyright restrictions in
the United States on the use of the text.

http://www.archive.org/details/cu31924013033398

DEPARTMENT OF THE INTERIOR,

CENSUS OFFICE.

ROBERT P. PORTER,
Superintendent.
Appointed April 20, 1889; resigned July 31, 1893.

CARROLL D. WRIGHT,
Commissioner of Labor in charge.
Appointed October 5, 1893.

REPORT

ON

EDUCATION IN THE UNITED STATES

AT THE

ELEVENTH CENSUS: 1890.

JAMES H. BLODGETT,
SPECIAL AGENT.

WASHINGTON, D. C.:
GOVERNMENT PRINTING OFFICE.
1893.

CONTENTS.

	Page.
LETTER OF TRANSMITTAL OF THE COMMISSIONER OF LABOR IN CHARGE TO THE SECRETARY OF THE INTERIOR	v
LETTER OF TRANSMITTAL OF THE SPECIAL AGENT FOR EDUCATIONAL STATISTICS TO THE COMMISSIONER OF LABOR IN CHARGE	vii
INSTITUTIONS, REMARKS ON	1–45
Plan of investigation	1–3
Condition of school records	3–11
Records of private and parochial schools	12
Municipal organization for school purposes	12, 13
Combined public and private tuition	13–16
General condition of education	17–23
Schools, by color	23
Public schools in cities	23, 24
Superior schools	25, 26
Secondary schools	26–33
Elementary schools	33–40
Denominational schools other than parochial	40–43
Evening or night schools	43, 44
Commercial schools and business colleges	44
Schools and schoolhouses	44, 45
STATISTICS OF ENROLLMENT IN PUBLIC AND PRIVATE INSTITUTIONS	46–141
Table 1.—Statistics of schools, census of 1840: enrollment in universities and colleges, academies and grammar schools, and primary and common schools	46
Table 2.—Statistics of schools, census of 1850: enrollment in colleges, academies and other schools, and public schools	47
Table 3.—Statistics of schools, census of 1860: enrollment in colleges, academies and other schools, and public schools	48
Table 4.—Statistics of schools, census of 1870: enrollment of students and pupils not public and public	49
Table 5.—Statistics of schools, census of 1880: number of pupils attending public common schools	50
Table 6.—Summary of school enrollment, census of 1890: public, private, and parochial, by states and territories	51
Table 7.—School enrollment, census of 1890: public common schools, by states and territories	52
Table 8.—School enrollment, census of 1890: public common schools, by counties	53–100
Table 9.—Apparent comparative gains in population and in public common school enrollment, 1880 and 1890, by states and territories	101
Table 10.—Apparent relation of public common school enrollment to population, 1880 and 1890, by states and territories	102
Table 11.—Apparent relation of public common school enrollment to population, census of 1890: white and colored, in the southern states	103
Table 12.—Apparent relative gain in public common school enrollment, 1880 and 1890: white and colored, in the southern states	104
Table 13.—Apparent relation of the sexes in public common schools, census of 1890, by states and territories	105
Table 14.—Enrollment in public schools additional to common schools, as derived from the reports of schools, census of 1890, by states and territories	106
Table 15.—Apparent relation of public school enrollment to population, census of 1890, by states and territories	107
Table 16.—School enrollment, census of 1890: private schools, exclusive of parochial schools, as derived from the reports of schools, by states and territories	108
Table 17.—School enrollment, census of 1890: denominational schools, including parochial schools, as derived from the reports of schools, by states and territories	109–117
Table 18.—Enrollment in parochial schools, census of 1890, as derived from the reports of schools, by denominations and states and territories	118–122
Table 19.—Enrollment in public schools, as superior, secondary, and elementary, census of 1890, as derived from the reports of schools, by states and territories	123
Table 20.—Enrollment of students and pupils in private schools, as superior, secondary, and elementary, including parochial and commercial schools, census of 1890, as derived from the reports of schools, by states and territories	124–126
Table 21.—Enrollment in professional schools, census of 1890, as derived from the reports of schools, by states and territories	127–133
Table 22.—Public school enrollment in cities with 10,000 inhabitants and over, census of 1890, as derived from the reports of schools	134–140
Table 23.—Reported finances of school districts, census of 1890, by states and territories	141

LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
CENSUS OFFICE,
WASHINGTON, D. C., October 15, 1893.

SIR:

I have the honor to transmit herewith the tables and text of a monograph on Education compiled from the reports of schools in the United States, as returned at the Eleventh Census.

This report has been prepared by Mr. James H. Blodgett, special agent in charge.

The results reached are the more gratifying as it is 20 years since the enrollment of all schools has been published by the census or given out by counties for public schools. This is the first time the parochial schools, now the center of such general interest, have received full, distinct treatment.

Very respectfully,

CARROLL D. WRIGHT,
Commissioner of Labor in charge.

The SECRETARY OF THE INTERIOR.

LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
CENSUS OFFICE,
WASHINGTON, D. C., October 10, 1893.

SIR:

I have the honor to transmit herewith a monograph on Education compiled from the reports of the schools.

So much of success as has attended the inquiry is largely due to the intelligent industry of the clerks allotted to the work. It would be invidious to mention individual names beyond that of Dr. John W. Porter, whose departmental experience was so valuable in the earlier part of the work and whose labors in the office were closed by death.

Very respectfully, your obedient servant,

JAMES H. BLODGETT,
Special Agent in charge Educational Statistics.

CARROLL D. WRIGHT,
Commissioner of Labor in charge.

INSTITUTIONS.

PLAN OF INVESTIGATION.

The Census Office is strictly pledged to privacy as regards the affairs of individuals, and particulars furnished are grouped with those of like character, the facts for any private school, academy, or other institution not being shown separately.

It is the popular custom to make two great divisions of schools, public and private. This office has treated separately the private schools known as parochial schools, which are the elementary schools supported by religious congregations with the dominant purpose of inculcating their special faiths. Parochial schools, as treated here, do not include temporary catechetical or confirmation classes where religious instruction only is given.

There are many schools whose relations are in part public and in part private. For the purpose of the Census Office a school was deemed public whose management was in the hands of public authorities, which was taught in a public school house by teachers selected by public officers and directly responsible to such officers.

In considerable portions of the country schools are maintained at public expense for certain months, after which the teachers are allowed the use of the public school property with such compensation as they can secure from pupils. The added time in such cases is essentially an extension of the school supported by public funds.

In some sections schools are supported for a time by public funds in churches or other buildings not owned by the public, which buildings are left wholly in private control after the public school fund is exhausted. For these schools, public part of the year and private part of the year, a special form of statement was given at the bottom of the schedule to show how long the respective public and private terms continued.

A school has been deemed private, even though largely supported by public funds, if its control is in the hands of individuals or of an association, chartered or otherwise, and the property is not owned or maintained by public authorities.

There are institutions, especially in southern states, which contract with local authorities to do the work of public schools for certain months in their own buildings, with their own teachers, and receive public funds. There are academies in New England that contract with public authorities to teach the pupils of high school standing. Like examples occur in many states. Such institutions are deemed private schools.

The prevailing lines of work in the public schools of the country are known, without question, to be elementary. The true high schools are mainly secondary. It was deemed best not to burden the general schedule with investigations of the courses of study, important as they are, beyond the question whether a high school enrollment was included in the return. The superior public institutions were reached by other schedules.

This investigation met with a most cordial response in general, and with extraordinary special efforts to facilitate the work in particular cases. Changes of officers and teachers during the year proved an obstacle to complete returns in some instances.

In the Tenth Census a vast amount of material regarding education was collected, but the wealth of detail gathered was an embarrassment, for it could not be made ready for publication in time to save it. In marking out the lines of inquiry among schools for the Eleventh Census it was determined to use a small number of questions that might be readily answered and whose results could be quickly published. It was observed that while many particulars as to teachers and pupils are matters of record in the United States, the use of some items is intensely local, and not a single fact is uniformly recorded throughout the country.

The plan was to endeavor to secure only the leading facts, since the varying methods of record for the year to be reported were already past changing in portions of the country when the Census Office was organized.

It was the effort to gather educational facts in the following order: first, according to their importance; second, according to the readiness with which they could be furnished; third, according to the facility with which the results could be combined and published. Under the first principle of selection it was desirable to know: (*a*) How many go to school? (*b*) Who go to school, indicated by age, sex, and race? (*c*) How long do they go? (*d*) What is the character of the work done, as elementary, secondary, or superior? questions applicable in nearly every point to both teachers and pupils. The financial questions were left to be treated by the census division of wealth, debt, and taxation. Under the second and third principles of selection it was the intention from the outset to utilize customary local reports to the utmost possible extent to save confusion, trouble to local officers, and time in

reaching results. Few persons have weighed the cost of a census question, and many seem to feel that a census is a suitable opportunity to ask questions, on the presumption that another question makes no addition to the labor. One question that could be answered by yes or no would demand at least one second for a reply from each person to whom it was addressed, and another second for combining the reply with other replies in the central office. For the simplest possible inquiry pertaining to each inhabitant this would amount nearly to the service of 100 enumerators for a month customarily allowed within which to secure the facts and the work of 8 clerks for one year to tabulate them.

Under the imperative demands of the situation the schedules for the public common schools were condensed to the following form:

The enrollment for the year ending ————, 1890, was:

	White.	Colored.	Aggregate.	Remarks.
Male pupils				
Female pupils				
Total				
Male instructors employed				
Female instructors employed				
Total				

Is any high school department included above? ——

If any high school department is included, please make the proper entries below.

The high school enrollment included above was:

(Here followed a blank statement like the above.)

With the question whether a high school enrollment was included, there were in all 3 questions as to teachers, 3 as to pupils, and 1 as to the school.

A schedule for a like purpose was sent to each obtainable address for private, parochial, and professional schools. All complicated inquiries were rigidly excluded, and only the number, sex, and color of the teachers and pupils were sought, with such added questions as to the control of a school and its relation to public funds as would enable this office to determine its classification as public, private, or under the subdivision of parochial, and some statement of its work that would indicate whether it was doing elementary, secondary, or superior work, or work of a professional character.

The census law contemplated taking the customary year ending nearest June 1, 1890, to enable reports to be prepared with the least possible trouble. The years in the states and territories ended as follows:

CLOSE OF SCHOOL YEAR.

Alabama ..... September 30, 1890	Maine ..... April 1, 1890	Ohio ..... August 31, 1890
Arizona ..... June 30, 1890	Maryland ..... July 31, 1890	Oklahoma (*a*) ..... August 31, 1890
Arkansas ..... June 30, 1890	Massachusetts ..... May 1, 1890	Oregon ..... March 3, 1890
California ..... June 30, 1890	Michigan ..... September 1, 1890	Pennsylvania ..... June 2, 1890
Colorado ..... June 30, 1890	Minnesota ..... July 31, 1890	Rhode Island ..... April 30, 1890
Connecticut ..... July 14, 1890	Mississippi ..... October 1, 1890	South Carolina ..... November 1, 1890
Delaware ..... June 30, 1890	Missouri ..... June 30, 1890	South Dakota ..... June 30, 1890
District of Columbia ..... June 30, 1890	Montana ..... August 31, 1890	Tennessee ..... June 30, 1890
Florida ..... September 30, 1890	Nebraska ..... July 14, 1890	Texas ..... August 31, 1890
Georgia ..... December 31, 1889	Nevada ..... August 31, 1890	Utah ..... June 30, 1890
Idaho ..... September 1, 1890	New Hampshire ..... March 1, 1890	Vermont ..... June 30, 1890
Illinois ..... June 30, 1890	New Jersey ..... August 31, 1890	Virginia ..... July 31, 1890
Indiana ..... August 31, 1890	New Mexico ..... December 31, 1889	Washington ..... June 30, 1890
Iowa ..... September 15, 1890	New York ..... July 25, 1890	West Virginia ..... June 30, 1890
Kansas ..... June 30, 1890	North Carolina ..... June 30, 1890	Wisconsin ..... June 30, 1890
Kentucky ..... June 30, 1890	North Dakota ..... June 30, 1890	Wyoming ..... August 31, 1890
Louisiana ..... December 31, 1889		

a Greer county only. Schools of the territory organized after census year, to close June 30, annually.

It was plain that a general view of the kind of work done by the schools could be derived from the usual published reports, and that the age of pupils was suggestively limited by the state and city laws regarding the school age.

What may be called the measure of effectiveness of teaching or the time spent in teaching, and the like measure of the attendance of pupils, matters of prime importance, were omitted because results for the nation could not be obtained in present conditions. Such national tables as have been anywhere published to show the total time spent in teaching or in attendance at school have been very largely based upon estimates.

The following states embody the time taught in their customary reports, or give data from which the aggregate service of teachers may be more or less fully deduced: Alabama, Delaware, Kansas, Michigan, Mississippi, Missouri, Nebraska, Pennsylvania, Rhode Island, South Dakota, West Virginia.

There has been earnest co-operation of a great multitude of institutions and instructors regarding the inquiries as to private and parochial schools.

The advantages of adopting the possibilities of ready reply and prompt compilation and publication of the facts as principles of framing inquiries were clearly shown in the outcome. The Census Office was enabled by June, 1891, to publish statements for all states by counties showing the leading facts. The bulletin form of publication enabled the office to give out the facts for the states nearly as fast as they were ready, beginning before the close of 1890. Except for exigencies of wider effect than concerned education alone, the publication of the general facts could have been made some months earlier.

CONDITION OF SCHOOL RECORDS.

The records of public schools of less than a dozen pupils each, thousands of which are to be found in the country, must furnish a large portion of the facts on which town, county, or state officers build up their reports. If these local records are deficient the successively greater reports and the summary for the census, utilizing all forms of existing record to the fullest extent, must correspondingly fall short of a complete showing of the work of the people.

It might be supposed that the three elements of number, sex, and color, for both teachers and pupils, would be readily obtainable. Every teacher knows the sex of a pupil when he records the name. In cities pupils are separated by sex to a greater or less extent, while at the little country schoolhouse each sex often has a separate recess. The race characteristics are plainly evident to teachers making inquiry for the nativity of parents, as is customary in many cities. Any one of these items, clear as it may be on any day when one looks into a schoolroom, becomes a difficult question for a past day or term or year without preserved record. There are many districts in the United States for which no one can report even the number of pupils after the teacher closes an engagement.

In many cities, counties, and states the sex of pupils is not a matter of record, and in states where the colored population is sparse color is still less frequently recorded.

The following chart indicates the peculiarities of state and territorial public school reports on these points when the census inquiries were agreed upon:

STATES REPORTING NUMBER, SEX, AND COLOR OF PUBLIC SCHOOL TEACHERS AND PUPILS JUST PRIOR TO THE ELEVENTH CENSUS.

STATES AND TERRITORIES.	FOR TEACHERS.			FOR PUPILS.			STATES AND TERRITORIES.	FOR TEACHERS.			FOR PUPILS.		
	Number.	Sex.	Color.	Number.	Sex.	Color.		Number.	Sex.	Color.	Number.	Sex.	Color.
Alabama	Yes.	Yes.	Yes.	Yes.	No.	Yes.	Montana	Yes.	Yes.	No.	Yes.	No.	No.
Alaska	Yes.	Yes.	No.	Yes.	No.	Yes.	Nebraska	Yes.	Yes.	No.	Yes.	Yes.	Yes.
Arizona	Yes.	Yes.	No.	Yes.	Yes.	No.	Nevada	Yes.	Yes.	No.	Yes.	Yes.	No.
Arkansas	Yes.	Yes.	No.	Yes.	Yes.	Yes.	New Hampshire	Yes.	Yes.	No.	Yes.	Yes.	No.
California	Yes.	Yes.	No.	Yes.	Yes.	Yes. (*a*)	New Jersey	Yes.	Yes.	No.	Yes.	No.	No.
Colorado	Yes.	Yes.	No.	Yes.	Yes.	No.	New Mexico	Yes.	Yes.	No.	Yes.	Yes.	No.
Connecticut	Yes. (*b*)	Yes.	No.	Yes.	No.	No.	New York	Yes.	Yes.	No.	Yes.	No.	No.
Delaware	Yes.	No.	Yes.	Yes.	No.	Yes.	North Carolina	Yes. (*d*)	Yes.	Yes.	Yes.	No.	Yes.
District of Columbia	Yes.	Yes. (*c*)	Yes.	Yes.	Yes.	Yes.	North Dakota	Yes.	Yes.	No.	Yes.	Yes.	No.
Florida	Yes.	No.	Yes.	Yes.	Yes.	Yes.	Ohio	Yes.	Yes.	No.	Yes.	Yes.	No.
Georgia	Yes.	No.	No.	Yes.	Yes.	Yes.	Oklahoma (*h*)						
Idaho	Yes. (*d*)	Yes.	No.	Yes.	No.	No.	Oregon	Yes.	Yes.	No.	Yes.	Yes.	No.
Illinois	Yes.	Yes.	No.	Yes.	Yes.	No.	Pennsylvania	Yes.	Yes.	No.	Yes.	Yes.	No.
Indiana	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.	Rhode Island	Yes.	Yes.	No.	Yes.	Yes.	No.
Iowa	Yes.	Yes.	No.	Yes.	No.	No.	South Carolina	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.
Kansas	Yes.	Yes.	No.	Yes.	Yes.	No.	South Dakota	Yes.	Yes.	No.	Yes.	Yes.	No.
Kentucky	Yes.	Yes.	Yes.	Yes. (*e*)	No.	Yes.	Tennessee	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.
Louisiana	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.	Texas	Yes.	Yes.	Yes.	Yes.	No. (*i*)	Yes.
Maine	Yes. (*f*)	Yes. (*f*)	No.	Yes.	No.	No.	Utah	Yes.	Yes.	No.	Yes.	Yes.	No.
Maryland	Yes.	Yes.	Yes.	Yes.	No.	Yes.	Vermont	Yes.	Yes.	No.	Yes.	No.	No.
Massachusetts	Yes.	Yes.	No.	Yes.	No.	No.	Virginia	Yes.	Yes.	Yes.	Yes.	No.	Yes.
Michigan	Yes.	Yes.	No.	Yes.	No.	No.	Washington	Yes.	Yes.	No.	Yes.	Yes.	No.
Minnesota	Yes.	Yes.	No.	Yes.	No.	No.	West Virginia	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.
Mississippi	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.	Wisconsin	Yes.	Yes.	No.	Yes.	No.	No.
Missouri	Yes.	Yes. (*g*)	Yes. (*g*)	Yes.	Yes.	Yes.	Wyoming	Yes.	Yes.	No.	Yes.	Yes.	No.

a As county aggregate.
b In summer and winter.
c In part.
d Teachers holding certificates.
e Highest and lowest enrollment, not whole number in year.
f Number for seasons and year, sex for seasons only.
g Totals of each sex and color, but not the sex of each color.
h No public schools in the census year except in Greer county.
i Except in independent districts.

What constitutes a system of public schools? How many points of administration must be harmonious in different localities to entitle the schools of these localities to a place in the same category? The records of public schools in the different states are exceedingly diverse. For example, as to teachers: Maine reports number and sex for spring and summer, fall and winter separately, and only number for the year; Connecticut, number and sex for winter and summer separately, without number for the year; Massachusetts, number and sex for the year; Delaware, positions and not persons; North Carolina, number, sex, and race of licensed teachers, leaving the number and race of employed teachers to be derived from the number of schools of each race; Idaho, number and sex of licensed teachers only; Missouri, number of teachers, white and colored, male and female, but not so as to show the male or female teachers of either race; Florida, teachers by race but not by sex; Arkansas, teachers by sex but not by race; for 1890 the teachers of Indiana were reported to the state superintendent under instructions to count two or more terms in a school as one school of the duration of the combined terms, and to count the different teachers, if such were employed, as one of the sex of the one teaching the longer term. This caused an apparent diminution in the number of teachers. Georgia does not report teachers except for schools under local laws. One state gives two sets of tables of enrollment of pupils, another two summaries of teachers, without expressed reason for a difference. Extended correspondence with local officers was necessary to bring the facts in all these states into some semblance of comparable form.

In bodies of population dense enough to give them permanent employment the question, how many teachers, might be comparatively simple, but in localities where schools have but a few weeks' connected duration the question is more complicated. The record of annual enrollment of pupils is also much simpler where schools have a permanent organization.

The following states and territories are accustomed, directly or indirectly, more or less definitely, to report the time spent by pupils at school: Arizona, Colorado, Illinois, Indiana, Iowa, Kansas, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New York, North Carolina, North Dakota, Ohio, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Vermont, Virginia, Washington.

This office has occasion to recognize the hearty co-operation of state superintendents of public instruction and kindred officials. Some whose usual reports included the items desired urged special care, promptness, and accuracy upon local officers; others, as indicated, added the item of sex to their former reports; while others, whose plans for state reports were too far advanced at the beginning of the census to be modified, arranged to use census blanks for special inquiry. The correspondence therefore varied greatly for different states, exceeding, where it was necessary to address school district officers, 10,000 addresses in a single state. The co-operation of local officers was also an essential aid.

The superintendents of the following states and territories by special effort furnished the Census Office the particulars named for the census year: Alaska, Delaware, Kentucky, Montana, North Carolina, Virginia, Wisconsin, sex of pupils; the District of Columbia, sex of teachers; New Jersey, color of teachers and color and sex of pupils; all of which indicates an advance toward unity of plan of state reports.

The special difficulties in a proper tabulation of teachers are of less practical importance than difficulties in securing the true number of pupils, since it is plainly known from the general conditions that, except in overcrowded schools of the cities and towns, the number of teachers is relatively large for the number of pupils, owing to the multitude of very small schools. Statistics for teachers will improve quite as rapidly as general school statistics. Some of the hindrances in securing accuracy of reports as to teachers are closely kindred to those which interfere with accuracy as to pupils. Throughout the union, with rare exception, the weak districts with brief school engagements during the year are liable to add term reports to make the annual report, showing several teachers when no more than one was employed at one time. This kind of duplication is by no means confined to the brief engagements of weak districts; term reports of some important schools are added to make annual reports.

In a district which has had one teacher in summer and another in the winter, the returning officer sometimes is puzzled over a doubt whether to return one teacher, the number required at any time during the year, or two or more that might represent the different individuals who actually rendered some service. His uncertainty is increased when all the persons employed are not of one sex. The report of time spent in teaching, already in use in some states, gives promise of a better basis of comparison, as the days taught by men and the days taught by women would more fully represent the work of men and women as teachers than the statement of the number of each sex who did service enough to be called teachers, and the combined service of the men and women would at once present one view of the teaching effectiveness.

In a region of brief school engagements one person during the year may serve more than one district. It was in this way that in a county of Georgia 72 teachers taught 86 schools, and in a county of Florida 5 colored teachers taught 7 schools.

The number of pupils enrolled in the year, at first glance, seems a simple inquiry that should receive a clear reply. In fact, it is far otherwise.

Two serious conditions interfere with accuracy of record. One may be termed a frontier difficulty, but frontier conditions exist in old, feeble districts as well as in the infant districts of new settlements. When a school can be

maintained but a few weeks at a time, its records, even if properly made, are apt to be lost through inadequate provision for their preservation. The primary need in some parts of the country is the preservation of the records of transient schools. In one state the superintendent shows that hundreds of districts are delinquent in their reports, and a like complaint comes from others.

When this frontier difficulty of imperfect or lost records is remedied, a second arises of even more formidable numerical proportions, namely, duplication. This may occur by adding enrollment of different brief terms in a district with temporary schools to obtain the annual enrollment, or it may arise by treating every transfer, promotion, or return after protracted absence as an original entry, so that the first result of securing complete records may be an exaggerated annual enrollment. This form of error is not confined to schools with transient terms. In a recent state report are returns from one school for the professional training of teachers, giving the separate enrollment for each of three terms into which the year is divided and combining the three as a total. In the same report are included the returns of a kindred school, showing the "whole number of different persons enrolled during the year". The returns given for the two schools are not comparable.

Lesser sources of error will attract the attention of vigilant school officers.

The late John Hancock, a man prominent in his appreciation of accuracy in statistics, while protesting against an excessive refinement of figures, may be advantageously quoted upon the first great source of duplication just named. In his last published report as state commissioner of common schools of Ohio, 1890, pages 6, 7, he said:

> To get complete and correct school statistics seems almost impossible. To obtain fairly correct statistics from the separate districts is not so difficult, since in this class of schools teachers are employed for the whole school year and, with the rarest exceptions, teach out the time for which they are employed. On the other hand, in a very large portion of the township subdistricts 2 teachers are employed for the same school each year, and in some of these districts 3 teachers are so employed. These statements are verified by the following figures: the last year the number of teachers required to supply the separate district schools was 7,414, the township schools 12,112. The number of different teachers employed in the separate districts was 7,568, showing a change of but 154 teachers; but the number of different teachers employed in the township district schools was 17,592, indicating a change of 5,480 teachers. This showing reveals the chief source of the inaccuracy of the statistics of this class of schools. The course pursued in making returns to the county auditor frequently is as follows: A teaches a school of 4 months in a certain subdistrict, and makes his report to the township clerk of the number of pupils enrolled, the average enrollment, and the average daily attendance. He is succeeded the same school year by B, who teaches a term of 3 months, and at its close makes a report to the township clerk similar to that of A. Now, probably three-fourths of the pupils enrolled by B had been enrolled by A. When the township clerk makes up his report for this subdistrict, he simply adds these 2 reports together, thus obtaining the results for the school year, and thus counting a large number of the pupils twice. In this way the total enrollment, the average monthly enrollment, and the average daily attendance are made, in some instances, from 50 to 75 per cent too large.
>
> * * * We shall be strictly within bounds if we estimate the excess of the registered enrollment above the true in the township districts at not less than from 50,000 to 75,000 and the excess of the average monthly enrollment and average daily attendance in the same proportion.

The same general conditions, modified in detail by local municipal organizations, prevail throughout most of the union. Wherever there are districts so weak as to maintain but brief engagements with different teachers in different portions of the year there are to be found similar probabilities of duplication.

The superintendent of public instruction of Arizona names a uniform system of records and accounts as the most urgent reform needed in the public schools, a sentiment that with more or less earnestness finds response in old states and new territories almost universally.

In some portions of the union omission to report operates to diminish aggregates. For the census year conspicuous examples were New Mexico, Alabama, and Arkansas. New Mexico is in a peculiar condition owing to the exceedingly sparse population and traditions of civilization and language unlike those of most of the country, having been taken into our limits not by an assimilating immigration but by conquest. The prospect is better for future attempts to obtain the facts.

The general population of New Mexico is not in the United States by any act of its own. It was the strong grasp of our hands that took a great tract into our borders and endowed its Spanish speaking whites and sedentary Indians with citizenship, without asking their wishes or requiring any preparation on their part except that they were Mexican citizens at the time of the treaty. The region has been but gradually affected by the customs of English speaking people. The Spanish language still prevails over broad areas, and all public effort of the people is still closely related to the work of the church of their fathers. The national government publishes laws important to New Mexicans in Spanish as well as in English. The public schools, up to the law of February, 1891, were almost indistinguishable from church schools. For New Mexico, therefore, in its transition condition, neither church authorities nor public school authorities can definitely tell what enrollment or what expenditure ought to be credited to each. The children have been religiously taught, the teachers have been supported, the parents have been satisfied; but there is scanty record of particulars. The Catholic faith predominates, and the schools under the control of Catholic patrons outnumber those definitely reported under the charge of the Catholic Church.

Close accuracy can not be claimed for the statistics of public schools in New Mexico, but they are believed to be more nearly accurate than any hitherto published. The territorial auditor, then ex-officio superintendent of schools, published early in 1890 a report for most of the counties for the calendar year 1889. The Census Office had much

correspondence and conference with territorial and local officials and ex-officials to perfect the report. The governor published a table of school statistics in his report submitted to the Secretary of the Interior September 15, 1890, as nearly perfect "as it has been possible to make it from the reports received". By the aid of the governor and others additional approach to accuracy was afterward made. One published error was the school census for the school enrollment of certain counties.

To appreciate the difficulties of securing correct returns, and especially of replacing records for a past year, it is to be borne in mind that the large proportion of the people speaking only Spanish is a small hindrance compared with the immense area of the counties. One county is almost as large as the state of Maine; 7 counties are each larger than any other New England state. When cities massing compactly upon a few square miles a greater population than all New Mexico and having long established systems of record find difficulty in making accurate returns of the boys and girls in their schools, it can not be expected that errors will be eliminated from the reports of these great sparsely settled frontier counties.

Alabama and Arkansas were free from the extreme peculiarities that showed themselves in New Mexico, and therefore more properly exemplify such hindrances to accuracy as occur in many states. With better local records Alabama would make a better showing. The state officials of Arkansas complain of the deficiency of records from the inauguration of public school legislation to the present time. The county examiners complain of the neglect of district officers to furnish the enrollment of pupils, so that the county reports do not represent the full school attendance.

Distinguished educators are justified in the belief that one immediate effect of improving the records will often be an apparent loss in enrollment, even when the number of different pupils is actually greater. This is illustrated in the following letter, which also emphasizes the impracticability of fair comparison through records kept in dissimilar methods:

COMMONWEALTH OF PENNSYLVANIA,
DEPARTMENT OF PUBLIC INSTRUCTION,
HARRISBURG, March 13, 1891.

DEAR SIR:

Permit me to invite your attention to important facts in making comparison of educational statistics of Pennsylvania. A change was made in the statistics of Philadelphia in the report of this department for 1887, and has been adhered to in all subsequent reports, reducing the reported number attending school by 70,000, or from 177,853 in 1886 to 107,807 in 1887. It was seen that in each year the average attendance was reported at 99,400. Investigation showed that when Philadelphia reported "number of pupils registered" she gave the sum of names on all the rolls of the several schools. Thus every pupil promoted was enrolled more than once. All promotions are therefore included in the number given.

When, therefore, a comparison is made of the number of pupils in Pennsylvania in 1880 with that of 1890 the increase, from the tables, appears to be in your bulletin but 1.59 per cent, while, as you will see from the inclosed sheet, outside of Philadelphia it has been 10.24 per cent, and even greater in Philadelphia.

The basis of computation of attendance in Philadelphia, given in the report of this department, is now the number of children in the schools at the close of their school year in December.

Very truly,

D. J. WALLER, JR.,
Superintendent Public Instruction.

ROBERT P. PORTER,
Superintendent of Census, Washington, D. C.

Under date of March 24, 1891, Superintendent Waller writes as follows:

As to the statistics on page viii, Report of Superintendent Public Instruction, Pennsylvania, for 1890, 849,055 is the total number of pupils enrolled in the state outside of Philadelphia, but it does not include any repetitions arising from promotions. Philadelphia's "number of pupils in school at end of year," 116,389, is the number in attendance at the end of December. Philadelphia is not under our general school law, but has a body of legislation specially designed for her; hence the statistics do not conform to those sent in from the rest of the state. There is an element of discrepancy, but it is much smaller than heretofore.

An obstacle to fair comparison still remained in that the Philadelphia returns showed the enrollment at a selected date, not the number of different pupils in the year. The number originally published, 116,389, is the enrollment for Philadelphia as given for 1889 by the city superintendent. It proved to be the enrollment for the last day of the year only, and the superintendent meantime had changed his field of labor. One of the assistant superintendents wrote that there were no data for a definite statement of the different pupils enrolled in 1889, but that 159,255 might be considered a very close approximation. This adds 42,866 to the enrollment of December 31, 1889, and correspondingly increases the state enrollment and the ratio of gain in the decade. The ratio of gain would be apparently greater if the proper deduction for duplicates in 1879 were practicable.

The public school enrollment of the Dakotas has been phenomenal. In a number of counties in South Dakota the school enrollment exceeds the school census, for which the correspondence of this office develops two reasons:

1. Duplication by attendance of pupils in more than one district, greatly enlarged by the changes of residence of families trying different locations. One district may have a summer school and an adjacent district only a winter school, the same pupils in part attending both.

2. The enrollment of those who are too young or too old for the school census, which in the Dakotas takes only those between 7 and 20 years of age.

In the Dakotas the duplication of enrollment that comes of the change of residence within the year seems to have been relatively large. New settlers make their homes with a degree of restlessness that often involves a

trial of several locations. In the great inpouring to Dakota this temporary residence seems to have attained unusual importance. In certain counties half or more of the population are reported to have changed their homes within the year from various exigencies of agriculture or mining. One fact that is emphasized by this explanation of duplicates is that immigrants organized schools with remarkable promptitude, so that the uncertain mover was out of the reach of the schoolhouse less frequently than in most settlements of like age. To this is to be added a special development of the duplication that came of gathering from adjacent districts in the one that for the time had a school, concentrating in one district in summer and in another district in winter, but the perplexing situation is not without its testimony to the interest of the people in education. Instances occur where, as in New England, districts pay for transportation and tuition at schools out of their jurisdiction.

The confusing influence of duplicated enrollment is generally recognized, but not generally adequately met. The commissioner of public schools of Rhode Island, in his manuscript report to the Census Office, had rejected 6,011 names reported as duplicated in the same town. In further revision he rejected 1,396 as enrolled in more than one town, leaving 52,774 different pupils in the public schools at some time in the year, losing almost one-eighth of the apparent number by reduction to the real number. The full detection of duplications for a large state can hardly be expected, but single counties, cities, towns, or districts may hopefully emulate these efforts in Rhode Island, Pennsylvania, and elsewhere in dealing with duplications within their own borders.

Sex is recognized at a glance in the schoolroom, but when the names of boys and girls have been recorded without distinction it is a laborious task to separate them, sometimes even wholly impracticable. The distinction of sex was given, just preceding the census, in state reports, except in those of the following states and territory: Alaska, Alabama, Connecticut, Delaware, Idaho, Iowa, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, New Jersey, New York, North Carolina, Texas, Vermont, Virginia, and Wisconsin. Vermont has two sets of returns of school enrollment whose aggregates vary by 3,328. The returns indorsed by the state superintendent as preferable do not indicate sex.

Although the law of Alabama requires teachers to forward complete quarterly reports to the county superintendents showing the sex and race of pupils, the state reports do not show the sex, and the state total is seriously affected by delinquencies, even of the separate districts.

The chief school officer of each of the following states and territory, by a special effort, secured the information as to sex for the report for the census year: Alaska, Delaware, Kentucky, New Jersey, North Carolina, Virginia, and Wisconsin.

Some state officers declared that it would be impossible to secure the statement by sex for the census year. Fortunately county, town, or district officers in some of the states that do not embody sex or color in their state reports were able to furnish the facts more or less fully. Unimportant as sex may seem in the great mass of elementary public schools with nearly equal numbers of boys and girls, it becomes an element of great importance in some localities, as in a vast sparsely settled county of New Mexico where 30 boys are reported at school for 1 girl, and in towns where special occupations draw more heavily on one sex than on the other. It is yet more important in determining whether the high schools are equably influencing the older pupils of the land, and in settling how far the high schools fail to reach boys as compared with girls.

The numbers of colored pupils reported by local officers were embodied in the census tables, which for the states taking no regular notice of this element must fall below the real number. A separate record of color is rarely made in most northern states. While color has little weight in localities known to be almost or quite exclusively occupied by one race, it has come to be a very important item in national statistics. Even where no record has been kept it is not difficult to note present facts, and in connection with local acquaintance to estimate closely for a past year. The columns for white pupils of the states making meager returns of color contain the unseparated colored teachers and pupils, of whom the number is relatively small.

In 1880 the negro was called the colored race. Japanese, Chinese, and Indians are now counted as colored. The first two are relatively unimportant, and Indians have been treated separately or as part of the white population, especially in the southwest. In New Mexico those of Indian descent known as Mexicans under the Spanish formula have been counted as whites in United States censuses.

Only the following northern or western states embodied color in their reports just preceding the census year: Indiana, Nebraska, and California. The state superintendent of New Jersey entered into the inquiry with great interest and furnished a report for the census year by counties to show sex and color.

An extended correspondence in most states that do not show the sex of pupils in the ordinary state reports secured what seemed to be a reasonable basis, or the best attainable, for an estimate of the relations of the sexes in each of the states named, as follows:

BASIS FOR ESTIMATE OF SEX.

STATES.	Total enrollment in public common schools.	Reported by sex.
Alabama	302,949	(a)
Connecticut	126,505	85,000
Idaho	14,311	2,776
Iowa	493,267	311,000
Maine	139,679	80,000
Maryland	184,251	163,310
Massachusetts	371,492	170,000
Michigan	427,032	226,000
Minnesota	281,859	170,000
New York	1,042,160	685,000
Texas	476,421	60,000
Vermont	65,608	56,000

a Sex estimated from ratios in adjoining states.

It is simply impossible for any one coming with his inquiries for a year past to secure accurate replies unless there are records for the facts he desires. With suitable records of the salient facts, beginning with the individual school and consolidated for each larger unit, the work of making national tables of these facts would be a very simple matter, involving very little time and labor for any year.

It is evident that the value of the tables for comparative purposes is greatly limited by want of a continuation of record of the same facts, partly due to the changing conditions from one decade to another.

The imperfections of the tables for 1890 are clearer to no one than to those who prepared them. The defects for any state have a general continued uniformity from one decade to another, so that the comparison of the showings of Massachusetts in the successive decades, or of those of Arkansas in like manner, would reveal the changes in educational work in either state with a good degree of fairness. A comparison of the returns of Massachusetts, Ohio, or Nebraska with those of Alabama, Arkansas, or Texas in the same decade would not represent the comparative work in education in different states with any general fairness unless a number of local conditions were taken into consideration. Some states have attained a regularity of reports that greatly adds to their value as indices of educational work, yet after 50 years of national school reports there remains something to be done in framing such reports in nearly every state, almost at the very foundation.

The variations in legal school age and in the interpretation of the laws must be taken into account in comparisons between states, and in a much less degree in comparing returns of different dates for the same state, which may have changed its laws meantime.

AGE AT WHICH LEGALLY ENTITLED TO ATTEND PUBLIC SCHOOL IN CENSUS YEAR.

Alabama	7—21	Maine	4—21	Ohio	6—21
Arizona	6—18	Maryland	5—20	Oklahoma (after census year)	6—21
Arkansas	6—21	Massachusetts	No limit	Oregon	4—20
California	6—21	Michigan	5—20	Pennsylvania	6—21
Colorado	6—21	Minnesota	5—21	Rhode Island	Local rules
Connecticut	4—21	Mississippi	5—21	South Carolina	6—16
Delaware	6—21	Missouri	6—20	South Dakota	7—20
District of Columbia	6—17	Montana	5—21	Tennessee	6—21
Florida	6—21	Nebraska	5—21	Texas	8—16
Georgia	6—18	Nevada	No limit	Utah	6—18
Idaho	5—21	New Hampshire	No limit	Vermont	5—18
Illinois	6—21	New Jersey	5—18	Virginia	5—21
Indiana	6—21	New Mexico	5—20	Washington	5—21
Iowa	5—21	New York	5—21	West Virginia	6—21
Kansas	5—21	North Carolina	6—21	Wisconsin	4—20
Kentucky	6—20	North Dakota	7—20	Wyoming	6—21
Louisiana	6—18				

The territory of Oklahoma was formed too recently to organize public schools in the census year. A public school system was established by an act of the territorial legislature approved December 5, 1890. At an election held December 30, 1890, one person was elected as president of the school board in each township having a sufficient school population, and one member of the school board was elected from each school district thereof, and in each city a president and one person from each ward thereof were elected as members of the school board. Private effort anticipated municipal organization, speedy as that was in the new territory. Greer county, claimed by Texas, had public schools in the census year.

The minimum age for free admission to public schools varies from 0 in Massachusetts to 8 years in Texas; the maximum varies from 16 years in South Carolina and Texas upward; without limit in Massachusetts, Nevada, New Hampshire, and Rhode Island, except that local boards may prescribe some limits in the last named state.

In Nevada the census school age is 6 to 18 years, but it would appear that the age for attendance is limited only by power given to school trustees "to exclude from school children under 6 years of age when the interest of the school requires it to be done".

Many of the states prescribe age limits for the census of children, for distribution of funds, for prohibition of child labor, or for compulsory attendance at school, unlike the age limits within which the privileges of the public schools are given. Nonresidents and persons out of age limits can almost universally receive the benefits of the public schools, sometimes, in solitary cases, by tacit consent, and generally either by legalized methods of account against the districts of their residence, or by personal payment of fees when the demand is sufficient to influence official action. In some instances school privileges are positively restricted to residents.

The question is frequently raised why a satisfactory ratio of school attendance can not be based on the school age. It is plain from the table of school ages and the illustrations given that there is no national school age, and further, that states having legal age limits for school privileges vary widely in their adherence to them or in their adjustments of school privilege to school census age. A state whose school census and school privileges have the same age limits will make a showing of essentially similar attendance very unlike that made by a state whose school census and school privileges are for different age limits. Thus, in Massachusetts, using a census of those from 5 to 15 as a guide to necessary provision of school accommodations, the enrollment at school, about three-eighths of 1 per cent larger than the school census, is without age limit, and 9.5 per cent of this enrollment is of pupils under 5 or over 15 years of age, indicating an attendance of about 90 per cent of those counted in the school census. In a state whose school census and school privileges had the same age limits and with the laws rigidly executed, it could not occur that the school enrollment would exceed the school census, except in rare and peculiar sudden additions to school population, as when a multitude of new residents come into a town after the day of enumeration to use the schools the same year. In all ordinary circumstances, when using the same age limits, the enrollment would fall below the census by the unavoidable influence of casualty and illness, at least.

The disturbing influence upon comparison is also marked when the minimum age for a school census is high or the maximum low, but either by law or by general consent the limitations are ignored in regard to school attendance. For example, in the Dakotas the census limits and the legal limits for attendance are 7 to 20 years. A large per cent of the children in the schools of the country and some of those in the Dakotas are under 7, a small per cent over 20. Among causes given by officers of counties in South Dakota for an enrollment of pupils larger than the school census is the enrollment of those under 7 or over 20, whose attendance is tacitly allowed.

On the other hand, some communities and some states rigidly enforce the age limits. For example, Vermont was peculiarly at a disadvantage for comparative statistics in the census year. The maximum age limit for school attendance had just been reduced from 20 to 18 years. Officers were confused by the new duties imposed on them, and, in the words of the state superintendent of education, "no provision was made for youth over 18 years of age and no record of them was made". Not only is a fair basis wanting for comparison of school attendance in Massachusetts without limit and Vermont with a rigid limit but the records in Vermont during the brief duration of the lower age limit of attendance, or the school years ending in 1889 and 1890, can not be well compared with the records of the same state before the lower limit was enacted and after the higher limit was restored.

The unsatisfactory character of state statistics as a basis of national comparisons may be illustrated by the accompanying showing of the relation of school enrollment to the enumeration of children as taken by local authority:

VARIATIONS OF AGE LIMITS FOR THE SCHOOL CENSUS AS REQUIRED BY THE VARIOUS STATE LAWS IN 1890.

Alabama	7—21	Maine	4—21	Ohio	6—21
Arizona	6—18	Maryland	5—20	Oklahoma (after census)	6—21
Arkansas	6—21	Massachusetts	5—15	Oregon	4—20
California (*a*)	5—17	Michigan	5—20	Pennsylvania	6—21
Colorado	6—21	Minnesota	5—21	Rhode Island	5—15
Connecticut	4—16	Mississippi	5—21	South Carolina	6—16
Delaware	6—21	Missouri	6—20	South Dakota	7—20
District of Columbia	6—17	Montana (*a*)	4—21	Tennessee	6—21
Florida (*a*)	4—21	Nebraska	5—21	Texas	8—16
Georgia	6—18	Nevada	6—18	Utah	6—18
Idaho	5—21	New Hampshire	5—15	Vermont	5—18
Illinois	6—21	New Jersey	5—18	Virginia	5—21
Indiana	6—21	New Mexico	5—20	Washington	5—21
Iowa	5—21	New York	5—21	West Virginia (*a*)	6—21
Kansas	5—21	North Carolina	6—21	Wisconsin	4—20
Kentucky	6—20	North Dakota	7—20	Wyoming	6—21
Louisiana	6—18				

a See text immediately following.

Some desirable explanations that can not be conveniently represented in so compact a table are here added.

The law in California requires a census of all children under 17 years of age, specifying the age of each, but in the state superintendent's report (1889–1890) the children between 5 and 17 are treated as the census children, county by county, although the number of those under 5 years of age for the state as a whole is also given.

In Florida the law requires a census of those between 4 and 21 as well as of those between 6 and 21, although only the latter are entitled to free public school privileges.

In Montana the law calls for a census of children over 4 and under 21 and a separate census of those under 4.

In West Virginia the law requires a census of children in two lists, one of those between the ages of 6 and 16 years, the other of youths between 16 and 21 years of age.

The next table gives the states in the order of per cent of enrollment on enumeration essentially according to their own reports, omitting a number which either gave no enumeration or gave it for a year different from that of the enrollment. Certain states carry the same enumeration two years or more, but most states make return of both enumeration and enrollment for the census year.

A second table is presented in immediate connection with the above named table to bring together for comparison the states of like age conditions. States whose school census is limited between a high minimum and a low maximum will have a greater portion of their school population in attendance than states otherwise similar which have a low minimum and a high maximum age for school population. Very young children are often kept at home for prudential reasons, and many of those approaching maturity pass beyond the benefits of school.

APPARENT RATIO OF PUBLIC COMMON SCHOOL ENROLLMENT TO THE ENUMERATION MADE UNDER STATE AUTHORITY, 1890—ARRANGED IN ORDER OF PER CENT.

	PER CENT.		PER CENT.		PER CENT.
New Hampshire	172	Nebraska	72	Washington	62
Massachusetts	100	West Virginia	72	Arizona	61
Texas (community counties)	93	Ohio	71	Oregon	61
South Dakota	91	South Carolina	71	Tennessee	61
Vermont	86	Illinois	67	Colorado	59
North Dakota	82	Indiana	67	Wisconsin	59
Rhode Island	81	Maine	66	Alabama	58
Delaware	80	Michigan	65	New Jersey	57
California	79	Georgia	64	Idaho	56
Connecticut	79	Utah	63	North Carolina	55
Kansas	77	Maryland	62	Virginia	52
Iowa	75	Minnesota	62	New York	51
Nevada	74	Montana	62	Arkansas	48
Missouri	72				

APPARENT RATIO OF PUBLIC COMMON SCHOOL ENROLLMENT TO THE ENUMERATION MADE UNDER STATE AUTHORITY, 1890—ARRANGED IN ORDER OF AGE FOR PUBLIC SCHOOL CENSUS.

STATES AND TERRITORIES.	School census age.	Per cent.	STATES AND TERRITORIES.	School census age.	Per cent.	STATES AND TERRITORIES.	School census age.	Per cent.
Connecticut	4—16	79	Iowa	5—21	75	Arkansas	6—21	48
Oregon	4—20	61	Kansas	5—21	77	Colorado	6—21	59
Wisconsin	4—20	59	Minnesota	5—21	62	Delaware	6—21	80
Maine	4—21	66	Nebraska	5—21	72	Illinois	6—21	67
Montana	4—21	62	New York	5—21	51	Indiana	6—21	67
Massachusetts	5—15	100	Virginia	5—21	52	North Carolina	6—21	55
New Hampshire	5—15	172	Washington	5—21	62	Ohio	6—21	71
Rhode Island	5—15	81	South Carolina	6—16	71	Tennessee	6—21	61
California	5—17	79	Arizona	6—18	61	West Virginia	6—21	72
New Jersey	5—18	57	Georgia	6—18	64	North Dakota	7—20	82
Vermont	5—18	86	Nevada	6—18	74	South Dakota	7—20	91
Maryland	5—20	62	Utah	6—18	63	Alabama	7—21	58
Michigan	5—20	65	Missouri	6—20	72	Texas (community counties)	8—16	03
Idaho	5—21	56						

Ratio not obtainable from local records for Alaska, District of Columbia, Florida, Kentucky, Louisiana, Mississippi, New Mexico, Pennsylvania, and Wyoming. Oklahoma had no public school records.

It is to be remembered that some states with a limited enumeration age have an unlimited enrollment age. The enrollment of New Hampshire is swollen 25 per cent by pupils out of school enumeration age. The selectmen's enumeration is far too low, and the basis being too small the per cent of attendance is too great. In Massachusetts the enrollment is swollen 10 per cent by pupils out of enumeration age. In the Dakotas there was an unknown swelling of the per cent of attendance by enrollment more liberal than the enumeration limits. The enumeration for Texas is not given in the state report, except for the community counties elsewhere explained. Their enrollment is swollen 14 per cent by pupils over and under school enumeration age. In Vermont the enrollment and the enumeration have the same limits, but the friction of a new law so distasteful as to be quickly repealed produced special uncertainty as to some of the returns. In Rhode Island duplications are evidently excluded as in no other state, but about 6 per cent of the enrollment is of those over and under the enumeration age. Tennessee, as well as Alabama and Arkansas, would make a better showing if the delinquent local officers furnished due reports. The relatively low per cent shown by New York seems to be depressed by unsatisfactory returns from the great cities as compared with the state at large. In enrollment New York and Brooklyn show but 49 per cent, Albany and Buffalo fall nearly to 40 per cent, Troy and Rochester to 39 per cent, on the basis of the enumeration given by the state superintendent for 1890 for each city named.

Confusion, duplication, and omission are expected in new, sparse settlements, but some of the most unsatisfactory records are from old states with comparatively compact settlements and great cities. The superintendents of several states specify instances where gross errors of local enumeration or record are evident.

In examining the tables showing the apparent changes in population and in public school enrollment and the relation of the sexes in the public schools, emphasis is to be laid on the distinction between a real rate and an apparent rate. One is sometimes unable to reduce known facts to the exactness of figures, and must content himself with columns representing the conditions shown in records and the explanation of disturbing influences whose exact force is indeterminable. The wide diversities of school age and of methods of record are to be remembered in interpreting the tables. The improvement of local records produces contrary effects according to the character of the defects remedied. In states where delinquency in records has been reduced to insignificant proportions the elimination of duplications tends to decrease the apparent aggregate.

In general all reports secured from those who previously have failed to report go to swell apparent aggregates; the improvement of records by elimination of duplicates tends to diminish apparent aggregates, generally affecting most the states with the oldest school organizations, although the age of the school system is not a guarantee of superiority of records.

The National Educational Association has recognized the inharmonious condition of school statistics, one step toward a remedy.

The state superintendent of public schools of Missouri, in his report for 1891, says of the present condition of statistics:

> It would be a genuine satisfaction to a state superintendent to be able to compare his state with the other states of the union as to important educational statistics. However, no such comparison is possible. Each state has its own items of statistics. In many cases different meanings attach to the same item in different states. As far as possible the items of educational statistics for the different states should not only be the same but should have the same meaning in each of the states.

The state superintendent expects to have instruction given on the making of reports at the state training school and at all the county institutes, showing inexperienced teachers how to make their reports correctly and urging them to assist district clerks in making their reports. This form of instruction has been almost ignored in professional schools for teachers in various states.

The census is the agency of the people for gathering great groups of facts into an intelligible whole at stated intervals. If the officers of the people in the smallest units of social organization have no records or let them tangle like a mass of unwound yarn, time and labor will be required to obtain facts and arrange them in an orderly manner. Unfortunately it is not a question of time, labor, and money only. No skill, patience, fidelity, and industry, even at unlimited expense, can obtain satisfactory results in a national bureau of statistics till the local records are reasonably complete and accurate. With clear local records, kept at imperceptible increase of cost over that of the present confusion of methods, the materials for national compilation would be ready at call, and a central bureau could be justly held to responsibility for errors in the grand result of combination.

In all the years of a so-called school system of the United States the country has not reached anything like uniformity in recording essential facts or even in agreement as to what facts are essential. The great lesson of the census of 1890 to the people of the United States, and to those connected with schools in particular, is the necessity of completeness and accuracy in local records of items essential for national information and comparison.

With all the defects of records and a variable use of terms belonging to a transition period, partly stated above, the educational division of the census has made a careful attempt to present an intelligible showing of the conditions. With a continued gain in local records the efforts of statisticians will hereafter develop more satisfactory results with like labor and pains.

RECORDS OF PRIVATE AND PAROCHIAL SCHOOLS.

The collection of the statistics of private and parochial schools is subject to difficulties in part like those pertaining to inquires as to public schools. Brief terms of private schools often have no records. The teacher and the patrons are more or less satisfied with their temporary relations, and when the former has closed his work no details are traceable. In many cases some confusion of names or of addresses has required numerous letters to obtain statements for permanent schools.

There are difficulties and liabilities to error in grouping pupils as public and private in institutions combining both functions, as when a private academy is used as a state school for training teachers, receiving certain pupils in its capacity of state service and certain others in its capacity of private service. There are still other institutions receiving large sums of money from the national or state treasuries which are controlled by private corporations without distinctively public pupils. The custom of the Census Office has been to call an institution private that is controlled by a private corporation, even though it depends largely on public funds for its support.

In the schedules for private and parochial schools, questions as to studies were introduced to aid in determining the proper classification for each school. Elementary schools maintained by single congregations making religious instruction dominant have been counted as parochial. Denominational schools of more advanced character or maintained as missionary enterprises have been counted with private schools. Mere catechetical classes, meeting on Saturday or at special hours for religious instruction only, have not been here included, which is a numerical disadvantage of several thousand to this report if compared with any denominational statistics that include more or less of such classes in their statements of parochial schools.

As one teacher says, there are difficulties in securing statistics of private schools in the south. Most of the schools are taught in rural districts, and the teachers are not easily reached through official communication. Many of these schools are taught by students in advanced classes of southern colleges during vacation time, who, until recently, have had no information that such reports are desirable.

In Kentucky a county superintendent says:

> We have a number of what are known as 3 months' subscription schools that are never reported to the county superintendent.

Another county superintendent of Kentucky says:

> In each district a school was conducted the time required by law, and after the public term a private school was taught in many of the districts, though not reported.

This statement is suggestive of a considerable amount of teaching in different parts of the union that escapes record by its transient character.

Public schools are nominally bound together in a system whose nerves connect the humblest district of the extremities with the head in the state capital. Not even a nominal system embraces the private schools. Some transient private schools of the census year left no record. Changes of name and of address confused correspondence for more permanent schools. The general response to the census inquiries was cordial, but a reluctance to furnish information evidently kept back some returns.

The citizen who believes that the public school should do all educational work; the opposite extremist, who does not believe in even elementary instruction at public expense; citizens looking to the state to make general provision for universal education and to private zeal to make provision for special needs, all have a vital interest in the enumeration of every private school as well as in that of every public school. Private school teachers of any high purpose have an interest in the aggregate efficiency of all schools, including their own. Those interested in private schools from a religious motive generally recognize the importance of accessible statements of school enrollment, and great labor is expended to secure accuracy in year books of organizations maintaining parochial schools or elementary schools in the congregations with religious instruction dominant, and other schools that depend on a support broader than that of a local congregation.

Private institutions are individually reported with more or less fullness in the state reports of California, Georgia, Illinois, Indiana (1887, 1888, not 1889, 1890), Kansas, Massachusetts (1891), Mississippi, Missouri, New Hampshire, New York (regents' report), North Carolina, Ohio, Oregon, Pennsylvania, South Dakota, Tennessee, and Washington; by gross enrollment in the state reports of Connecticut, Florida, Iowa, Massachusetts (1890), Michigan, Montana, New Jersey, New York (superintendent's report), Rhode Island, Utah, Vermont, Virginia, and West Virginia. The report of the regents of the University of the State of New York is very full for academic and higher institutions reached by university examinations. The report of the state census of Massachusetts in 1885 is high authority for private school enrollment at that date. Few state officers claim completeness in their returns of private schools.

MUNICIPAL ORGANIZATION FOR SCHOOL PURPOSES.

There are peculiarities of municipal organization which should be clear to any one using local statistics of public schools for comparative purposes. A municipality organized for the control of street, sewer, police, and fire departments is often distinct from a municipality partly or wholly upon the same area dealing only with public schools. Many such cases are under special laws, and require individual investigation. In addition to cases of this character, the system of land surveys in the states formed from the public domain, combined with the national

policy regarding education, has been the basis for school municipalities independent in taxes and administration of the organizations which have been formed on the same areas for other public needs.

With meridians for counting east and west and parallels as base lines for counting north and south, the public lands are laid off into townships 6 miles square, known as congressional townships. These are subdivided into square miles or sections numbered from the northeast corner westward, then back and forth to the southeast corner, as in the following diagram:

6	5	4	3	2	1
7	8	9	10	11	12
18	17	16	15	14	13
19	20	21	22	23	24
30	29	28	27	26	25
31	32	33	34	35	36

The sixteenth section of each township was set apart as a basis for a school fund in the admission of states prior to 1853. In 1853 an additional section of land in each township (the thirty-sixth) was granted to California, and every state admitted since has had the 2 sections. This endowment generally, but not uniformly, has become a township fund. The pressure for admission into the union as states has been heightened in some instances by a desire to reap the benefit of this land grant. The details of management, lease, or sale vary according to the laws made by the state in which such lands lie, but the fact to be emphasized here is that the general government has marked out a tract, given it a recorded name, and set apart resources to aid in maintaining schools without waiting for citizens, so that it required but the simplest act of the first settlers to convert township 40 north, range 13 east of the third principal meridian, into a municipality for school purposes. Such municipality, or one formed by an authorized subdivision into districts, may stand to administer schools when great cities have grown on the same area. As a marked example, reference may be made to Chicago, Illinois, within whose present borders there are parts of several townships, some of whose primitive school municipalities, grown to city proportions, have been absorbed into the metropolitan system since the Tenth Census. The sixteenth section of township 39 north, range 14 east of the third principal meridian, covering the mouth of the Chicago river (a fractional township by reason of the lake margin), is in the heart of business, and part of it is yet leased for the benefit of Chicago schools.

COMBINED PUBLIC AND PRIVATE TUITION.

A condensed statement of the conditions in Richmond, Indiana, at a comparatively recent date, set forth in the historical pages of the report of its schools for 1889, illustrates a common experience. It shows that for about 10 years the terms of free schools were preceded or followed by several months of private schools. Frequently the teachers employed in the public schools organized subscription schools of pupils in their respective grades to follow the public term. Often the teachers of private schools had no connection with public schools, except to use rooms in the public school buildings. In 1861 a scheme of reasonable success was adopted for conducting the schools under trustees, retaining the same organization throughout the year and collecting fees for the time not provided for by public money. Authority for taxation gradually provided additional means, till the "pay term" disappeared in 1868. At an earlier date districts in Illinois pursued a similar course. Sometimes a small tuition fee was charged in each term to supplement public funds. The experience through which these states passed is the present experience in many states. In Indiana the law still provides that when a schoolhouse is unoccupied by a common school of the state, and a majority of the people who form the school at such house make application to the trustees having charge for the use of the house for a private school, it shall be the duty of the trustees to permit the schoolhouse to be used for the private school by the teacher mentioned in the application, but not for longer time than until the house may be wanted for a public school; and such permission and use shall be upon the condition that the teacher employed shall report, in writing, to the trustee: first, the number of teachers employed, distinguishing between male and female; second, the number of pupils admitted into the school within the term and the average daily attendance; third, the cost of tuition per pupil per month in the school.

The instructors are not necessarily licensed as public school teachers. There were reported in 1890 nearly 350 such schools, mainly of a very elementary character and in rural districts, with an enrollment of some 5,000 pupils, evidently generally enrolled in the public schools at other seasons, and therefore not separately entered in the census tables of school enrollment.

It is frequently the case that this class of schools is in demand for pupils who, by reason of sickness, bad weather, or other causes, are a little behind the classes which they hope to enter in the public school when it reopens.

Private and public schools overlap in various ways, but these conditions mark the growth of systems of education. Even in states where public free schools supported by local taxation are popularly supposed to provide for all the children, private effort is largely used to supplement public effort. In some towns of New England an academy the trustees of which retain almost absolute control of its exercises and appointments is paid from the public fund to assume the instruction of advanced pupils in the locality, saving much of the expense of a separate high school. In the northwest thousands of children who attend public schools are gathered into parochial schools in the intervals between the fragmentary terms of country and village schools.

There is hardly a state without some schools showing a kindred combination of private and public effort. Neighborhood effort often furnishes buildings that serve for almost all public gatherings, including school and church. In towns this may take a recorded form, with a legal title for the building and site. In the open country, however, and in wooded regions, especially in the south, where the mildness of the climate favors ruder buildings, it is often the case that some individual permits the use of his land as a site for a house, which is constructed by the people with timber taken from an adjacent forest. For localities that recently had no schools any effort of the people means progress.

It is in the south, so lately enlarging the effort for popular education, that the combination of public and private school work is most conspicuous. In several states it is quite common to give what public money there may be to teachers or institutions drawing much of their support from private or denominational resources, and in some instances it seems to be quite as much by the rule of unanimous consent as by statute law that the funds are so used. The returns to this office abundantly illustrate that so long as a community is essentially agreed in public policy or in religious preference little criticism arises as to the legal technicalities of efforts for the advantage of the public. The hamlet or town of one religious belief takes no offense at spending church and municipal money or any other obtainable funds in enlarging the work of the same school, nor do religious exercises in the school conducted by those of their faith give offense to the patrons. When a community combines people of widely diverse views of public policy or of religious faith in its efforts for free schools, the expenditure of money and the character of the exercises become matters of sensitive concern.

There are many instances in which public schools can not be distinguished from private schools by their names. The designation high school is used for both, and a few cases occur where free school or free high school is applied to a private school. The same school was often designated to this office by the name of the county or town in which it is situated, by the name of a former principal, by the name of the present principal, or by a corporate name. Duplication of requests in such cases was unavoidable, as only after much correspondence could the significance of the several names in common use in the vicinity be determined.

In Pennsylvania we find a limited number of private tuition schools in the intervals of public terms, even in the same buildings and with the same teachers as the public free schools, but with no responsibility to public authority beyond that of tenants. Some of these schools take the name of summer normals and have relatively mature pupils, not always preparing to teach.

These extracts from letters from central Pennsylvania resemble letters from Texas:

(1) The village has really no private school. All is public except a short term of 11 weeks after the public schools are closed. This is principally normal training for teachers.

(2) There is no private school of any kind in this township. What is known sometimes in the papers as the ——— academy is only a public school having 2 rooms, and the higher room or grade is sometimes called the ——— academy. There is usually a term of 2 or 3 months of a subscription school in the schoolhouse during the early summer after the public school closes, mostly taught by the teacher that taught the previous term of public schools.

A report from Vermont says:

This school is run part of the year as a private school, i. e., the school board will hire a teacher for 22 weeks and give the teacher the use of the property for a spring term which is paid by tuition from each pupil.

In the south public moneys are derived mainly from state appropriations, permanent county or township funds, but not usually from local taxation, except for localities under special laws. For example, in Texas, out of 205 counties reporting to the state superintendent, local school taxes are shown in but 130. In general at the south the public funds are not sufficient to maintain long terms of free schools, and customs have grown up in the support of schools by combined public and private effort that have generally disappeared in the north. The methods taken in different states to make the public funds most helpful affect the statistics of the states variously. It may be noted here that two items of great consequence in themselves and in their cost where winters are severe, the house and the fuel, are of less relative importance in a climate where comfort is secured with a shade from the sun and a shelter from rain. It is quite common in the open country of the south to carry on a school without any property belonging to the public and without any outlay for fuel. The use of a site, the material and labor of erection, without more money than will buy glass and hinges, are contributed by individuals for a house that does not appear in statistics of public property, and such fuel as may be necessary is picked up freely from adjacent woodland. The same system of building, but requiring larger cash contributions, is found in many of the villages and cities. Partly under forms of law, partly by customs not recognized in legal enactment, arrangements are made in southern states with proprietors of private schools to give free elementary tuition to the children of

the vicinity for such time as the public money will cover. The limitations of age and of legal studies vary considerably, making it almost or quite impossible, in connection with the other circumstances mentioned, to make an absolute distinction between private and public school enrollment or to discriminate completely such duplications as occur.

The legal age in Texas, outside of the chartered cities and special districts, has narrower limits than in any other state, being from 8 to 16 years. To a great extent in the south the tuition period is considered as wholly a private school not controlled by public school regulations. In Texas the combination of a free term and a tuition term is very generally maintained under the continued control of the school board, the tuition arrangements either for more time or for pupils out of legal age being regarded as extensions of the public free term. It is in the power of each county commissioner's court in Texas to determine whether to provide for the election of a county superintendent of schools or to leave the county judges as ex officio county superintendents of public instruction. One of the latter officers in southern Texas writes:

> We have no schools in this county other than public schools. In some instances schools are conducted by private subscription after the free school fund is exhausted, but in every instance the schools thus taught are public and under the control and management of the trustees of that district.

The principal of a public school in a city of southern Texas writes:

> No strictly private schools are now maintained in this part of the state, so far as I am able to ascertain. The school at this place is this year supported one-third by public and two-thirds by private funds. The private fund is not tuition, but an amount guaranteed by responsible citizens. The amount of the private fund for the present scholastic year is $1,400.

In North Carolina the law authorizes a contract with a private school to maintain a public free term for the public money, the teachers during this term being amenable to the public school officers, which differs from the Massachusetts contracts with academies in two particulars: the North Carolina contracts are generally for elementary instruction, the Massachusetts contracts chiefly for secondary instruction; the North Carolina contracts give the legal control of the school to the public; the Massachusetts contracts leave the management of the school under private control. In North Carolina a list of elementary studies is all that is allowed in public schools except under a proviso for special arrangement by the school committee for other branches to be taught.

Under section 2591 of the state laws a provision is made authorizing the union between public and private schools. As amended by the laws of 1889 school committees are empowered to contract with teachers of private schools; provided:

> In any school district where there may be a private school, regularly conducted for at least 9 months in the year, the school committee may contract with the teacher of such private school to give instruction to all pupils between the ages of 6 and 21 years in the branches of learning taught in the public schools, as prescribed in this chapter, without charge and free of tuition; and such school committee may pay such teacher for such services out of the public school funds apportioned to the district, and the agreement as to such pay shall be arranged between the committee and the teacher; provided, any teacher so employed shall obtain a first grade certificate before beginning his work, and shall from time to time make such reports as are required of other public school teachers under this chapter; provided further, that the board of education of the county and the county superintendent shall have the same authority in respect to the employment and dismissal of teachers under this section and in every other respect as is conferred in other sections of the law; and provided further, that all contracts made under this section shall designate the length of the public school term, which shall not be less than the average length of the public school terms of the county of the preceding year.
>
> NOTE [by state superintendent].—This section is intended to harmonize the public and the private school interests, but it does not contemplate that the pupils of any one district be divided among the different private schools that may be located within its limits. The general law provides that districts must be laid off and definite territorial lines established and a public school house provided, at which all the pupils within such lines are to attend school. If, however, the committee think best, they can employ the principal of a permanently established private school to teach all the pupils of the district, following the spirit and the letter of this section.
>
> While the committee are to decide whether such contract shall be made with a teacher of a private school, the board of education are to determine whether the private school is such a one as is contemplated, if there is any doubt on this point; and they are to see that the law is complied with in all other particulars. The length of term must be required as provided in the section, and the board of education have control as full as in other schools.
>
> In case there are in the district a female school and a male school, the committee can arrange so that the female pupils may attend the female school and the male pupils the male school; and the funds in that case shall be divided proportionally according to the census.

In Georgia, whenever on account of sparseness of population it is impracticable for the county boards to make arrangements for keeping up the primary schools for 3 months of the year, the boards have the power to provide for schools to continue for 2 months only, so located as to be convenient to the majority of the children for whose benefit they are established, and each containing not less than 15 pupils; and the school terms may be so arranged that the same teacher may serve in two, three, or more schools. Such schools are called in the law ambulatory schools. Under the general law pupils in advanced studies are regarded as private students, since it is illegal, outside the places with special laws, to use public money for any but elementary instruction. By the constitution schools not common schools are not to be deprived from participation in the educational fund of the state as to all pupils therein taught in the elementary branches of an English education.

Georgia presents a special condition in the so-called long term schools. In 1890 it was found that the public money would maintain public schools for 80 days. Contracts were authorized with private schools that would be open at least twice 80 days, by which a child of the vicinity, entitled to the privileges of the public schools, should

have a claim upon the private school for elementary instruction to the amount of 80 days, attending at his convenience, within the total annual continuance of the school. For 1891 the free tuition in such cases was 5 months or 100 days.

In some of the southern states it is quite common to allow teachers to teach a free term till the public money is exhausted and then to extend the school as a private school. It is also somewhat customary to arrange so that the elementary resident pupils, paid for with public money, are assigned by the school proprietors to rooms and teachers distinct from the nonresident or advanced pupils who pay tuition. This gives ready opportunity to keep separate records of a private school and a public school under the same general control, not without probability of duplication in the enrollment in different parts of the year, but less perplexing than the records of a private school receiving pupils on public account under an arrangement that permits distributing 80 or 100 days' free attendance at public cost over 160 days in a semiprivate school.

There were public schools throughout Tennessee earlier than in most southern states. Public effort and private effort are often combined in the same school, academies being conducted as public schools till the public fund is exhausted and by the principals on their own account for the rest of the year.

A certain report shows a combination of a public school with a private school, forming a consolidated free school for 10 months. In another county a greater number of the schools are in churches. In yet another a few schools continue 10 months in the year, people agreeing to pay tuition when the public fund is exhausted.

A teacher from Louisiana reports:

> This school is an ordinary public free school and the free term is merely supplemented by a private term.

The following letter from Florida illustrates one reason why school property does not make a greater showing in public records:

> The school buildings and grounds are private property; that is, they are not owned by the school board but by patrons. The board does not have to pay rent for them, however. Some of the furniture is owned by the board.

In addition to causes which leave duplications in returns of public schools, there is a duplication thus far unavoidable and immeasurable in the grand aggregate of those who are in public schools and in private schools in different parts of the same year. The effect of this form of duplication is least in the northeastern states and is greatest in certain southern states, where public appropriations and private contributions or tuition fees are still largely united for the support of public schools in a manner generally, but not universally, superseded in the north by local taxation to make public schools free. The Census Office endeavored to separate the purely private schools from the public schools that might depend on private aid, but it can not claim to have reached full success. After thoughtful consultation and careful consideration it seemed wise generally to count a school as public or private according to the controlling power under which it was maintained, but this line could not be followed without many perplexing incidents. The great difficulty in securing clear distinctive reports will be plain to those educators who have had occasion to examine closely into the conditions in each state, and find some of the most marked local peculiarities which affect the line of division between public and private schools as given below.

In the northeast, in Massachusetts, a town is legally allowed to contract for the tuition of its high school pupils in a private academy whose trustees and teachers are not amenable to any public control more direct than popular sentiment. In some New England states school boards pay for tuition of their pupils at some other school and transportation between the school and their homes, when it seems unwise to maintain a school under their own control.

In New York, under regulations of the board of regents of the University of the State of New York, an allowance from the public fund is made to any school, private or public, which shows under the regents' examinations that it is making a standard contribution to education, resembling more closely than anything else in this country the English grant in aid system by which an allowance from public funds has been made to a school that shows that it contributes something to general education, whether that school be Brahman, Mohammedan, Christian, or without distinctive religious character.

The modes of conducting the combined public and private schools are not uniform even within one state, as is evident on comparing the following citations from letters received from Texas with those already quoted: a letter from central Texas reports a school which is public 20 weeks and private 12 weeks, with a separate teacher for each part. Another letter from the same part of the state reports a school public 12 weeks, parochial 20 weeks, with no religious instruction in the first 12 weeks. Another school in southwest Texas is reported as held in a church, the church authorities furnishing teachers and receiving public funds for instructing public school children 19 weeks, and after the fund is exhausted continuing 9 weeks as a strictly private school. A school in northeast Texas reports:

> The property is owned by private individuals, but the public school is taught in connection with the private.

GENERAL CONDITION OF EDUCATION.

It is impossible to reduce the most important elements of education to statistical form. They are to be measured by the relative integrity, thrift, prosperity, and happiness that result from the combined circumstances that mold the life and develop the character of either an individual or a community. The ultimate essence of education is mental, moral, spiritual. We must learn something of its condition in any community by studying the records of public order, or rather of public disorder and crime, since the municipal records treat good order in the negative way. We may be guided somewhat in our estimate of relative education by the general peace and contentment of a people, yet at the time of observation some special incident, like a storm sinking a fishing fleet or the collapse of a mine, may have a disproportionate effect in depressing a community habitually prosperous and peacefully happy. The fundamental education of nations is not manifest in small units of time, nor is it revealed through examination papers or grade marks. Owing to the difficulties that attend statistical measure of real education, men study the records of external appliances, like school enrollments, promotions, and percentages, the number of teachers and the accommodations of houses devoted to school purposes, too often forgetting that these are insignificant except as exponents of work whose character, as wrought out by either teacher or pupil, is constantly a variable quantity.

One can not gather carefully the statistics of buildings and teachers and pupils without perceiving many general circumstances, not reducible to figures, that must have a bearing on the interpretation of the educational effectiveness of those elements which go into annual and decennial records.

Education appears for the first time in census tables of the United States in 1840, so that the census reports on that subject now cover a period of 50 years.

The conditions in 1840 were such that the classification adopted roughly suggests the number who might respectively be classed as elementary, secondary, and superior in their lines of study. It is highly probable that the very small number of special institutions then existing under private or public beneficence were included in the general summaries. Such institutions in recent census years have been grouped by themselves. In the report of 1840 merely the number of pupils was given, without sex or color. The nation expected but one race to attend school. For Massachusetts alone the number in elementary schools and the number at public charge approached agreement. At that time Massachusetts was almost singly conspicuous in the general maintenance of free schools.

It is claimed that in 1840 a union graded free public school was organized in central New York, and in 1842 a similar step was taken at Detroit, Michigan. Whatever may be the credit due for leading in this widening of the public free school, there was between 1840 and 1850 a very rapid development westward of schools depending on local taxation for support. For a time many of these schools derived some assistance from tuition fees, not only of nonresidents, as is still the general practice, but of all pupils, a custom not yet wholly discontinued. The tables for 1850 indicate the growing prominence of public schools, but in the change of conditions the classification does not so fully indicate the range of work as in the returns of 1840.

The table for 1860 illustrates the continued growth of the public free school sentiment north of the general line suggested by the Ohio river, with a marked modification in Indiana, where the authority to levy adequate local taxation was delayed yet later by reason of a decision of the state supreme court.

The table for 1870 indicates social changes as compared with the table for 1860. The great civil war had intervened, the public schools in the older northern states had passed the stage of rapid growth belonging to new popular institutions, and their enlargement approximated the variations in population more than in the previous decades. In this decade, however, there were indications of the growth of the public school southward. This new growth must not be mistaken for the inauguration of public schools. The large cities of the south had efficient public schools long before, and all states from Alabama westward formed from the public domain were organized like the oldest states of the northwest, with a division into congressional townships and the grant of a section or square mile of land in each township for school purposes. The public schools of the south, like the earlier public schools of the north, appear in 1870 largely dependent on tuition fees and other private resources.

The table for 1880, unfortunately, contains only the record for public common schools, the Census Office having been closed before the material gathered for private schools and for superior public institutions was ready for publication. The growth of public schools in the south was very great in the decade, as well as in newly settled portions of the north. The colored element, almost unschooled in earlier decades, begins to appear in the returns of public school attendance.

The summary table for 1890 shows a continued growth of public schools in the south and west, and among the old northern states a relative decline as compared with population, resulting for the whole country in a growth slightly greater in proportion than the growth of population. Were we able to compare the enrollment in all schools in both decades, it is quite possible that the gain in private schools, including the parochial schools, would exceed the apparent local decline in public school enrollment, so that no indication of decline in general education would appear. The unfortunate failure to reach results for private schools in 1880 prevents any authoritative comparison with that year.

The following table presents the general changes that have apparently taken place in 50 years by decades:

PUPILS ENROLLED IN SCHOOLS, NOT INCLUDING ALASKA, EXCLUSIVE (FOR RECENT DECADES) OF SPECIAL CLASSES, REFORMATORY, CHARITABLE, AND INDIAN SCHOOLS.

ITEMS.	1890	1880	1870	1860	1850	1840
Population	62,622,250	50,155,783	38,558,371	31,443,321	23,191,876	17,069,453
All schools	14,371,893	.....	7,210,420	5,477,037	3,642,694	2,025.656
Primary and common. 1840; public, 1850, etc. (*a*)	*b*12,768,965	9.951,608	6,228,060	4,955,894	3,354,173	1,845,264

a "Primary and common" in 1840; "public" in 1850, 1860, and 1870; "public common" in 1880 and 1890.
b Includes 64,478 additional to common schools.

The errors in all the years seem to have had a fairly uniform influence, apparently partly due to the constancy of local conditions. The variations of school age and methods of administration must modify the value of any comparisons between two states. Great local changes adjust themselves into a moderate general effect. In illustration, compare the 20 years from 1850 to 1870 and the 20 years from 1870 to 1890. Population apparently increased in the first interval 66.26 per cent and in the second 62.41 per cent. Total school enrollment seems to have increased 97.94 per cent between 1850 and 1870 and 99.32 per cent between 1870 and 1890, rates nearly identical. The difference in the use of terms and the uncertainty of their interpretation in the various censuses make minutely accurate comparison impracticable.

The term public schools is popularly used in recent years to include the great body of common schools, as they are called in certain states, maintained for local convenience, not usually including schools—universities for example—maintained for the general public, nor the various special schools, supervised in some states by boards of public charities, less important in 1840. At the south, and to a degree in the north, public and private effort are often so combined that a rigid distinction is impracticable.

The public schools of recent years to which the "primary and common schools" of that time most nearly correspond did not form a distinct classification in 1840. The title in that census, "pupils at public charge", would approach the present "public schools" only in limited portions of the country.

Under the limitations we have the following apparent conditions:

COMPARATIVE GAIN PER CENT IN NATIONAL POPULATION AND PUBLIC SCHOOL ENROLLMENT: 1850–1890.

ITEMS.	1890	1880	1870	1860	1850
Gain per cent of population	24.86	30.08	22.63	35.58	35.87
Gain per cent in public school enrollment (*a*)	28.31	59.79	25.67	47.75	81.77

a "Primary and common" in 1840; "public" in 1850, 1860, and 1870; and "public common" in 1880 and 1890.

The great relative gain in enrollment in the first decade seems due in part to the enthusiastic development of free schools in the north and west, an effect subsiding in the second decade. The decline in the third decade is apparently partly due to the disturbance of social institutions by the civil war. The development of southern public schools helps swell the rate in the fourth decade, equalized in the fifth decade to a closer relation to growth of population.

The recent public school movement in the south is only to be compared with the educational revolution between 1848 and 1860 in the states formed of the original northwest territory, when the union free school, depending on local taxation to round out its funds, became the ideal.

This gain at the south, as 40 years ago in the north, is partly at the expense of private school attendance. Academies and private schools have lately been rapidly changed into public free schools, in some cases retaining the original chartered titles. Public funds are granted with growing liberality by states, and the maintenance of public schools by local taxation gains rapidly, to a great extent, however, under special laws.

The board of education of Massachusetts in the report for 1890 recognizes a gain in private schools. Private school enrollment in other states as well as in Massachusetts has evidently grown at the expense of public school enrollment. The official school reports of the decade have been debating the completeness of the public school and the motives that prompt the establishment of private schools. It is to be remembered that neither a public school nor a private school in itself has any quality of influence which can be determined by its name.

The public schools of Alaska are maintained by the national government, which also allows compensation under contracts to certain other schools. The schools classed as private are maintained by the Russian imperial government represented by the Orthodox Greek Church, the North American Commercial Company, Catholics, Congregationalists, Episcopalians, Moravians, Presbyterians, and the Swedish Free Mission Society.

Incidental mention may be fitly made of local disturbances in school attendance only slightly subject to modification by any statute law. The superintendent of public instruction of California attributes a decrease of 1 per cent of attendance and an average shortening of almost 3 days in the duration of schools throughout the state to floods and storms of the winter of 1889–1890. The schools of New Mexico are closed early in the season to

avoid the great summer heat. Blizzards affect school attendance in Minnesota and the Dakotas. Influenza or the grippe diminished the attendance in 1889–1890 from Pennsylvania northeastward in nearly every state, as with less acknowledgment in reports it probably did across the country. Simple mud of the country roads was a recognized influence to diminish attendance in many states from Pennsylvania at the north to Alabama at the south and west to the Missouri river. The best equipped communities have occasion to recognize providential interruptions to school attendance causing irregularities that are not chargeable to want of interest, general or personal, among parents or among children. Certain regulations in Portland, Maine; Worcester, Massachusetts, and New Haven, Connecticut, may be cited in illustration. The details differ in these cities, but there is a general similarity in providing that on very inclement mornings a certain signal upon the fire alarm notifies the people that the morning school session is omitted, and when storms have grown to a degree involving dangerous exposure after the children have gathered, a similar signal toward noon notifies them that the school work of the day will be completed in one long session without noon intermission or a regular afternoon session. In cities of a milder climate, such as New York, Washington, and St. Louis, for example, somewhat similar precautions are taken to avoid exposing children to storms at noon.

In Alabama the allotment of public money for a pupil whose parents found it necessary to send him out of his district might be paid direct to the parent.

The conditions of Texas have peculiarities arising from its former national independence. There are no federal public lands in Texas, and the state has its own system of land management. Each county has a grant of 4 leagues of land for school purposes, each league containing 4,428 acres. Three modes of school organization prevail: the community, the district, and the city or independent district. Under the first mode a number of families are authorized to organize themselves into a community for school purposes without taxing powers or defined territorial boundaries. The pupils of the community have the benefit of a prorated distribution of public funds.

The state superintendent of Texas says of the community system:

> The community is not a continuous organization. It is organized at the beginning and dissolves itself at the end of the school year. It is almost impossible, under these changing conditions, to have the co-operation in a community which is necessary to secure a good school building. Local assistance is necessary to have good schools. A community can not levy a local tax because it has no fixed boundary. The law authorizing the organization of taxing districts in community counties is cumbersome and difficult of execution; besides, these districts when organized are liable to put the county in a bad condition to be permanently districted should it become necessary.

The district system is somewhat like that in other states. The cities and independent districts are authorized to take full charge of their schools, including the raising of local taxes. Local taxation is optional in other districts and impossible in single communities. There are (1890) 75 community counties, 130 district counties, and 128 cities and independent districts. The tendency is toward district organization. Many counties do not appear in the report for lack of population to organize local institutions.

The census of 1880 evidently took no account of the attendance of those outside the legal age limit, which tends to inflate the rates of gain.

There are reported at public schools under age 31,080 white pupils, 5,957 colored pupils; over age, 23,800 white pupils, 4,675 colored pupils; over and under age, 65,512, included in the table.

The report of the commissioner of public schools of Utah records the teachers and pupils of both public and private schools as Mormon and non-Mormon. As the enrollment of children of Mormon parents in the public schools is over 9 times as great as that of children of non-Mormon parents it occurs that some persons confuse public schools in Mormon neighborhoods with schools under the care of the Mormon Church. The schools under charge of the board of education of the Church of Jesus Christ of Latter-day Saints (Mormons) have 5,092 pupils (2,803 male, 2,289 female) with 96 teachers (61 male, 35 female) distributed in Arizona, Idaho, and Utah. The Catholics, Congregationalists, Episcopalians, Lutherans, Methodists, and Presbyterians maintain schools generally more of a missionary than of a parochial character.

The office of county superintendent in Idaho ceased in January, 1891. Its duties are laid on the probate judges. The changes of officials and the mode of administration added to the difficulty of tracing out details for the census year.

Of 508 schools in New Mexico, according to the governor's report, 139 (over one-fourth of all) are taught in Spanish, and 184 (over a third of all) in English and Spanish, leaving 164 (just less than a third) taught in English. Governor L. Bradford Prince says:

> As the desire of every Spanish speaking New Mexican is that his children should understand English, it would be taught in all schools if English speaking teachers could be found for the small salaries which can be paid in remote districts.

Many wealthy families employ private tutors.

The remarkable disproportion of boys to girls enrolled in Valencia county (30 to 1) is confirmed by different officials. The great distances over which pupils must go to school in the sparsely settled regions seem to have some local emphasis here against the attendance of girls. Ten families have been necessary to the legal establishment of a public school, and even a boy on a galloping pony can not always go to school and return in a day. In this county a little more than 3,000 children of school age are scattered over an area larger than the state of Massachusetts.

Here it is again emphasized that weak schools are hardly more a question of race than of sparse population, small financial ability, and feeble social organization.

The number of teachers in North Carolina is not given in direct form, but the state superintendent thinks it will approximate the number of schools, with an allowance of perhaps 150 additional teachers for the towns and cities. The number of schools is here used for the number of teachers, and the division by sex is based on the division of sex of licensed teachers.

The Croatans, under Robeson county in the table for North Carolina, are a peculiar people, for whom the state has established special schools. They are of marked Indian type and have an interest to students of history in a claim of descent from the Hatteras Indians and Sir Walter Raleigh's lost colony.

Local option shows itself to be sometimes even stronger than statute law in the administration of school affairs. Communities grow into methods of administration which continue after laws establishing them are repealed or which statute law has not confirmed. This is not confined to illiterate justices of the peace whose interpretations of law in the back settlements point the stories of comic writers, but men in our best communities, carrying high diplomas and charged with the administration of law, continually tend to form habits for that administration that do not adapt themselves to changes of law till they are rudely disturbed by some litigation that subjects their methods to a judicial comparison with laws in whose name they conducted public affairs.

Many schools have taken on intensely local conditions that are overlooked by those who expect to mold all public education after a uniform pattern. Even absolute monarchy can not compel uniformity in village or other community administration, much less can uniformity be forced in a great wide country in which diverse groups of people settle for themselves how they will conduct their affairs, and among whom no prosecutor will rise for a popular departure from law which does not attract the attention of outsiders.

NOMINAL AVERAGE LENGTH OF SCHOOL TERM IN DAYS FOR EACH STATE AND GROUP OF STATES AND FOR THE UNITED STATES.

	NUMBER OF DAYS.
United States	130
North Atlantic division	160
Maine	112
New Hampshire	118
Vermont	136
Massachusetts	177
Rhode Island	188
Connecticut	183
New York	187
New Jersey	192
Pennsylvania	148
South Atlantic division	120
Delaware	166
Maryland	184
District of Columbia	185
Virginia	118
West Virginia	97
North Carolina	59
South Carolina	70
South Atlantic division—Continued.	
Georgia	83
Florida	120
North Central division	142
Ohio	165
Indiana	130
Illinois	161
Michigan	156
Wisconsin	159
Minnesota	128
Iowa	156
Missouri	121
North Dakota	103
South Dakota	145
Nebraska	140
Kansas	135
South Central division	91
Kentucky	109
Tennessee	86
South Central division—Continued.	
Alabama	70
Mississippi	88
Louisiana	102
Texas	105
Oklahoma (Greer county only)	33
Arkansas	75
Western division	120
Montana	143
Wyoming (estimated)	120
Colorado	145
New Mexico	77
Arizona	130
Utah	125
Nevada	139
Idaho	70
Alaska	153
Washington	97
Oregon	118
California	158

The table of average duration of schools is not of high value, although most of its items are directly from recent state reports, but it is worth something as a basis of judgment of the duration of schools. The long terms of city schools tend to increase the average, the brief terms of country schools tend to lower the average, and one or the other sometimes exercises a disproportionate influence on the result. It must not be forgotten that generally in the southern states and exceptionally in northern states the table can not represent the extension of public school terms by private resources. The table would have a higher value if there were any agreed basis on which the different states reported.

Several southern states make appropriations to be distributed for the maintenance of schools, leaving buildings to be provided mainly by local contributions. The state of Texas, for example, for 1889–1890 gave $4, and for 1890–1891 $4.50 for every child of school age, without distinction. Communities of stable property owners can erect commodious edifices if they choose; shifting tenantry, just beginning to know what ownership means, can hardly muster force to put up a log pen with a roof over it on donated land with donated timber. Property owners are able to lengthen out their schools by contributions and tuition fees, while men with empty pockets let their schools stop when the public money is exhausted. It is less a question of race than of resources and numbers. Weak districts anywhere in the United States have weak schools. With allowance for difference of climate, a

clean, unchinked log cabin in Florida or Louisiana is better than any one of the hundreds of schoolhouses reported unfit for use in feeble districts of states where the snow lies deep for months. The question of ability has much to do with the expenditure for schools. Sparsely settled districts do not have schools like those of densely populated districts.

The public school enrollment of California, Oregon, Iowa, Minnesota, and all states east of the Mississippi and north of the Ohio rivers shows a decline in the decade as compared with population. An absolute loss is indicated in Indiana, Maine, New Hampshire, and Vermont. It is a question whether the total school enrollment has thus declined, or even the public school enrollment, to the degree indicated. Better records may eliminate duplications to a greater extent than heretofore. It is seriously to be regretted that effective attendance could not be generally compared. It has evidently increased in some states in a greater ratio than the enrollment.

There was never a time when in the whole breadth of the land there was more interest on the subject of education than now. The gains in recent years have been very great, though there is widespread complaint that the advancement of pupils is unsatisfactory.

In portions of the country where public schools are comparatively recent, great stress is laid upon classification and uniformity of books and method of administration. In regions where large schools have been closely graded long enough to cover the school life of the present pupils, complaints are loud that individual progress is sacrificed to excellence of routine management. No one can examine the conditions at this time in the country at large without having these contrasted situations forced upon his attention. One finds imperative demands in one quarter for grading and uniformity of text books backed by claims that with them educational difficulties will vanish, and in another quarter he finds claims for the widest freedom that individual needs and preferences can suggest, in order that no individual may be cramped in his mental growth.

The municipal and social adjustments of two states differ widely. Two counties or two cities of the same state, and even two wards of the same city differ widely. A constant diversity exists between rural and city conditions.

The school is but one agency to aid the family and the individual. The family is responsible for the child's ignorance, and the individual is responsible for his own continued ignorance.

In an ideal society, where every family has at least a quarter acre plot for cottage and garden, the child will grow beside the mother till strong enough to go alone, attempting to imitate her occupations. Presently the boy will go forth with his father. The parents join with other parents to provide schools for instruction and training, with the domestic life still the dominant factor, till the union of families covers such multitudes that it takes on a municipal character.

As a co-operative agency the school ceases to secure public sympathy and support when it goes beyond the work in which the co-operators can unite. When the people are essentially agreed in their views of religion and science it is comparatively easy to arrange extended courses of study; but when wide diversities of conscientious conviction exist in the community, all religious, scientific, and historical instruction, beyond commonplace axioms, endangers the co-operation.

The published regulations of one of our cities (Savannah, Georgia) illustrate at once the strength of local opinion in determining questions of administration and the concessions that are more or less formally made to bring communities of diverse views into harmonious action. The text books used in the public schools of Savannah must be such as are approved by the board and be the same in all, except in a group of schools lately adopted into the public school system, where books on history and geography, and reading books, chosen by those heretofore in charge, are allowed.

The danger of abuse should the army of inexperienced teachers and unskilled school officers attempt to use their own judgment in selecting from the wealth of material by which even the most elementary reading could be ennobled has led to the enactment of state and city laws rigidly prescribing narrow lists of text books.

Taking the country at large, we can not expect any schools to do the whole work, and we must welcome all wholesome agencies in the general instruction of the people.

Looking at school as a compulsory agency, statute law is excellent as a statement of agreement as to the mode of action where only rare opponents are to fall under its penalties, but when it is in advance of public approval, the enforcement is weak. Laws on education particularly require neighborly harmony for effectiveness. The coerced minority to-day is liable to become the tyrannic majority to-morrow.

We have two wholly different conditions to consider, even on the supposition that the public harmoniously offers the child opportunity for unlimited attainment at school. In the open country the co-operative character of schools is strong and the influence of the family is prominent. In the dense city the public school stands more strongly as a token of authority, an ally of the police department. The child in the villages and rural districts is privileged to be trained to a degree in industrious habits by his parents, and he gains a stock of knowledge inaccessible to his city cousin. An overwhelming proportion of Congressmen, for example, as boys had only common country school privileges, but carried studious habits into mature life either with or without collegiate opportunity.

Maine, a state still homogeneous in a marked degree, with diversified rural occupations, perhaps best preserves the conditions general when the early training of our leading men was so largely in winter schools. The schools of the state averaged but little over 22 weeks in 1889 or 1890. Even the town high schools barely exceed an average of 6 months in the year, and the young people are busy on the farms and in the shops and teaching the yet humbler schools in the intervals. Yet Maine does not take an inferior rank in a comparison of the men and women she rears with those of other parts of the Union.

Within a few years industrial training has received much attention, but its popular development has been irregular and almost wholly in the line of manufactures. The rural schools of Central Europe and Scandinavia have gardens and orchards for instruction, the schoolhouse is the teacher's home, and his tenure is permanent. We omit these features in our imitation of the great European teachers and attempt to copy Pestalozzi and Froebel's kindergartens without the gardens.

Where the heterogeneous city element dominates, the father leaves home for his daily occupation before his family is together in the morning, and in families of independent incomes the mother too often turns off the children to nurses or teachers whose service in guarding them from bodily harm and restraining them from troublesome freedom at play is valued above their moral and intellectual work. If life demands all the wage earning force of the family, the mother, like the father, may be away all the busy hours and home influence is at a minimum.

The waste of time in the elementary urban type of schools is enormous, except when they are viewed as houses of detention. Children in families abundantly supplied with books and current literature will spontaneously read early enough, and not one day need be spent in mere learning to name printed words of one's customary vocabulary. Even a Cherokee or a Hudson bay Indian can learn to read in his own language within one week.

As the children grow, severity of grading repels those who are a little out of line with a course of study. There is great irregularity of employment throughout the country, and there is limited opportunity for boys and girls who have been at work or otherwise detained to go into school at any time of year without being put into classes of much younger children, organized only in the fall or spring. There often lies a strength of the ungraded country school in taking up a pupil at any stage of progress. Age and maturity are as much to be considered in grading as knowledge of books, and the young person who looks back wistfully at the rigidly graded school he left has three conditions of humiliation to face: (1) his class has left him; (2) his physical growth makes him conspicuous among the younger children; (3) he does not expect any credit for relative progress in any prescribed subject as long as he is backward in any other.

The external forces in city conditions sometimes overwhelm the most careful and conscientious fidelity of parents. On the other hand, in the very worst cases of bad parental management the stranger who tries to lead the child to a nobler life is apt to find him incapable of accepting anything higher than his parent as an ideal, somewhat as a rough miner with a theoretical acknowledgment of the superiority of the education of a university graduate counts him but a "tenderfoot" till he proves his quality by some impressive manifestation of skill or courage that gives opportunity to measure him by standards in daily use in the camps.

One of the most important promises of university extension is aid for working men and women to keep in advance of their children, who can naturally and loyally follow them.

The city system rests upon the enforced inability of the parent to let the child grow into occupation under his own eye, the crowded condition of living so that a child has no place for wholesome animal activity. The cities and the districts that imitate them have stretched their school terms from two motives, one giving a semipolice character to the school as a place where children will be safely kept, the other a feeling that as salaried servants teachers have too much vacation. The well to do still relieve their children from the barrenness of city confinement by taking them to the seaside or the mountains or the woods for the summer, but the teachers begin to hear a demand that they stay behind to keep vacation schools for the children who can not leave. The conditions are essentially opposite in the two types of school.

In the typical co-operative school of a community of parents who can keep their children judiciously occupied under their own guidance, the school terms are shortened and their advantages are more highly prized, entering more completely into the home life than in the typical city school, where authority increases at the expense of co-operation and the natural tiresomeness of a child under long drawn monotony takes on a degree of antagonism to the operation of the machine. The teacher who boards around in a poor district of New Hampshire or Pennsylvania can often do more for the individual child than a teacher in a great city.

The scholastic requirements for admission to West Point are reading, writing and orthography, arithmetic, grammar, geography, and history of the United States. They are the simplest used in any institution of high repute, and would form a suitable standard for the minimum aim of every boy and girl. There is hardly a corner of the land where an earnest boy could not get help enough to conquer them by the time he was 17, the minimum age, certainly by 22, the maximum age for admission, even if he worked on a farm or in a shop much of the time. The standards required by any other institution whose influence bears upon the vicinity could profitably be kept before all pupils who could appreciate them, not with an expectation of entering West Point, but as a convenient minimum attainment for every citizen.

The country school does most for the nation in proportion to population and resources. It needs checking, rather than urging, in adopting city methods. Many question whether the city type of school has not done great harm by its certificates of studies completed, and whether the country boy who has left school knowing that he was ignorant, is not, therefore, more accessible to the lessons of after life.

SCHOOLS BY COLOR.

The apparent relation of public common school enrollment to population, white and colored, in the southern states in 1890, and the relative increase of colored enrollment in the decade, are seen in the tables below:

APPARENT RELATION OF PUBLIC COMMON SCHOOL ENROLLMENT TO POPULATION, WHITE AND COLORED, IN THE SOUTHERN STATES IN 1890.

GEOGRAPHICAL DIVISIONS.	POPULATION, 1890.		PUBLIC COMMON SCHOOL ENROLLMENT, 1890.		PER CENT OF ENROLLMENT TO POPULATION.	
	White.	Colored.	White.	Colored.	White.	Colored.
Total	15,608,183	6,901,814	3,409,061	1,288,736	21.84	18.67
South Atlantic	5,592,149	3,265,771	1,168,557	582,668	20.90	17.84
South Central (*a*)	7,487,576	3,485,317	1,652,994	673,264	22.08	19.32
Missouri	2,528,458	150,726	587,510	32,804	23.24	21.76

APPARENT RELATIVE INCREASE OF WHITE AND COLORED PUBLIC COMMON SCHOOL ENROLLMENT: 1880–1890.

GEOGRAPHICAL DIVISIONS.	ENROLLED IN PUBLIC COMMON SCHOOLS.				PER CENT OF INCREASE.	
	White.		Colored.			
	1890	1880	1890	1880	White.	Colored.
Total	3,409,061	2,301,804	1,288,736	797,286	48.10	61.64
South Atlantic	1,168,557	859,510	582,668	379,543	35.96	53.52
South Central (*a*)	1,652,994	980,338	673,264	393,697	68.61	71.01
Missouri	587,510	461,956	32,804	24,046	27.18	36.42

a The enrollment in Texas for 1890 includes 65,512 pupils (54,880 white, 10,632 colored) over and under school age; but the corresponding figures were apparently not included in 1880.

The negro race leaped from the illiterate slavery of 30 years ago, and in that time it has taken rank with the white in eagerness to go to school.

Tables are presented in this report (numbers 10, 11, and 12) indicating the apparent relation of public common school enrollment to the population, 1880–1890, by states, grouped geographically; the apparent relation of public common school enrollment to population, white and colored, in the southern states, 1890, and the apparent relative gain in public common school enrollment, white and colored, in the southern states, 1880–1890. Missouri is placed in certain tables with southern states because identified with them in social institutions.

PUBLIC SCHOOLS IN CITIES.

The constant tendency in handling great masses is to minimize the needs of the individual in perfecting the organization of the whole. The school systems of the great cities sometimes by their high rank as great machines rouse the ambitious imitativeness of lesser communities, but even when viewed as excellent machines one must expect frequent disappointment.

Cities presumably have reached stable systems of record, but the presumption is not wholly justified. Even the number of different pupils enrolled in the year is a formidable question. Many superintendents were at the pains to seek out for the census the facts not recorded in their cities.

A city sometimes includes more than one distinct school district. One district may report fully, and another only in part.

The current records in various cities show no distinction of color. Permanent summaries kept in the respective superintendents' offices sometimes omit the distinction of sex. For certain cities the superintendents have divided the aggregate, to show sex and color, upon the basis of present attendance. Any error in such an estimate is very small, as a change in the absolute number of the colored pupils or in the relation of the sexes between the past and the current year would be readily detected through the familiar knowledge of the local superintendent.

Sometimes the boundaries of the territory supporting a system of schools differ greatly from the city lines. For example: Aurora, Illinois, contains two independent school systems, which, when combined, are not precisely

coterminous with the city, leaving still a small error to be eliminated if rigid accuracy of comparison of attendance within city limits were demanded.

Nashville, Tennessee, includes certain territory for school purposes not otherwise counted with the city.

Denver, Colorado, lies in districts 1, 2, and 17 of Arapahoe county. Their combined area varies somewhat from that of the city.

Kingston, New York, includes districts 1, 2, 3, 4, and 5, each an independent school municipality, and all combined noncoterminous with the city of Kingston.

Cleveland and Cincinnati, Ohio, conduct their schools under special acts, by which territory not in the respective cities is attached for school purposes.

Decatur, Illinois; Hartford, Norwich, Stamford, Connecticut; Amsterdam, New York, are among the localities where the boundaries of the school territory and those of the general municipality are not identical. Such instances are to be especially looked for in states where the town system prevails, and the town may retain to a greater or less extent the control of schools after some special municipality within its limits takes charge of its own police, street, and fire regulations, or in the states where the national surveys marked out school townships in advance of settlement.

Among those whose municipal boundaries have been changed since 1880 are Birmingham, Alabama, and Chicago, Illinois.

The conditions of the city of New York are peculiar. The schools directly or indirectly controlled by the board of education are: ward schools, grammar and primary; nautical school; corporate schools; evening schools; evening high schools; college of the city of New York, and normal college of the city of New York.

The ward schools, the college, and the normal college correspond to the day schools of many other cities, and it is their aggregate enrollment which appears in the table.

The nautical school, with 149 boys and 2 male instructors, not included in the table, is free to boys between the ages of 15 and 20 years. The pupils live on shipboard.

The evening schools and the evening high schools are comparable with like work elsewhere.

The corporate schools comprise 16 asylums and other institutions, responsible under local laws to the board of education. Ten kindred institutions have similar relations to the board of education in the city of Brooklyn, Buffalo, Rochester, and Syracuse carry teachers of like institutions on the public pay roll. Like institutions do not usually report to public boards of education in the country at large.

There are some cities whose school statistics have reached the Census Office only as combined with other parts of the counties to which they belong. This arises in part from the perpetuation of the school administration that was inaugurated before a chartered municipality came into existence on the same territory. For instance, in Connecticut, Willimantic is a borough of 8,648 people, empowered to care for general public wants, as streets, water works, and police, while the schools continue to be administered in the name of the town of Windham, within which a railroad junction and manufacturing interests have massed this dense group in comparatively recent years.

In the states formed of the public domain, many cities have grown up whose schools are still governed under the forms suggested by the original surveys. Such are Aurora and Decatur, Illinois, closely paralleled by Denver, Colorado.

Manual training, which had a place in a few city school systems 10 years ago, has been very much more widely pursued in the decade.

Among cities with some sort of manual training more than drawing in the public schools are the following:

Concord, New Hampshire.
Boston, Massachusetts.
Brookline, Massachusetts.
Cambridge, Massachusetts.
Hyde Park, Massachusetts.
New Bedford, Massachusetts.
Springfield, Massachusetts.
Waltham, Massachusetts.
Winchester, Massachusetts.
Providence, Rhode Island.
New Haven, Connecticut.
Albany, New York.
Jamestown, New York.
Lansingburg, New York.
Mount Vernon, New York.
Newburg, New York.
New York, New York.
Olean, New York.
Elizabeth, New Jersey
Garfield, New Jersey.
Hoboken, New Jersey.
Montclair, New Jersey.
Morristown, New Jersey.
Newark, New Jersey.
Orange, New Jersey.
Passaic, New Jersey.
Paterson, New Jersey.
South Orange, New Jersey.
Union, New Jersey.
Vineland, New Jersey.
Weehawken, New Jersey.
Chester, Pennsylvania.
Philadelphia, Pennsylvania.
Tidionte, Pennsylvania.
West Chester, Pennsylvania.
Wilkesbarre, Pennsylvania.
Wilmington, Delaware.
Baltimore, Maryland.
Washington, District of Columbia.
Jacksonville, Florida.
Pensacola, Florida.
Cleveland, Ohio.
Toledo, Ohio.
Indianapolis, Indiana
Chicago, Illinois.
Galesburg, Illinois.
Moline, Illinois.
Peoria, Illinois.
Springfield, Illinois.
Bay city, Michigan.
Muskegon, Michigan.
Appleton, Wisconsin.
Eauclaire, Wisconsin.
Lacrosse, Wisconsin.
Milwaukee, Wisconsin.
Minneapolis, Minnesota.
St. Paul, Minnesota.
Stillwater, Minnesota.
Oskaloosa, Iowa.
Omaha, Nebraska.
Knoxville, Tennessee.
New Orleans, Louisiana.
Little Rock, Arkansas.
Pasadena, California.
San Francisco, California.

SUPERIOR SCHOOLS.

The present period is marked by the development of universities, particularly of those maintained by the states. Colleges have increased, with a strong disposition to optional courses diverging from the courses of Greek, Latin, mathematics, and metaphysics so long deemed the standard. A decade ago the criticism of the miscellaneous use of the name high school to cover alike very elementary work in a weak district and advanced work in a strong body of population became emphatic, and more definite tests of high school work have been developed or strengthened. Now, university is the term at which a kindred criticism is directed, and men are asking if an institution devoted to post graduate courses and an institution with classes still conning secondary studies are alike entitled to the name university. The strengthening of the local high schools by a better defining of their work is accompanied by a question in some quarters whether an institution that takes students from the high schools is not rather a college than a university, and a further question is agitated whether university methods are advantageous to young students.

Schools of theology are almost wholly private. Training for other professions is given in state institutions as well as in private schools.

The standards for the profession of law have been gradually strengthened and the work of law schools has been broadened.

The standing of medical colleges has been apparently strengthened in the past decade, and the influence of the state boards of health is recognizable in the new sense of responsibility that seems to prevail. The growth of nurses' schools in the same general connection has been considerable. The development of veterinary surgery in this country is mostly recent, and thus far the work is mainly dependent on instructors from European schools. The growth of schools of that group has been so rapid that the figures of the census year already fall far behind present conditions.

Few women and not many colored students are to be found in any professional schools, except those for training teachers, in which women predominate, and nurses' training schools, almost wholly attended by women.

Schools of pedagogy rest their claim for a place among superior schools mainly upon the character of the training which they give. In general, those maintained by the state have the best standing. The question of grouping presents some difficulties. Many schools for teachers accept candidates whose low scholarship would bar their entrance to the best secondary schools. Some universities are now establishing chairs of pedagogy and requiring a high scholarship of those in attendance. The term normal has been used to cover private enterprises which make no pretense of professional training, and, therefore, are not schools of pedagogy.

The necessities of a race rising from the ignorance of recent servitude have made the requirements for admission to schools for that race lighter, with a tendency to higher standards.

The United States military and naval academies are included in this general outline under technology in the states of New York and Maryland respectively. For many years after their establishment these institutions were almost alone as schools of mechanical and civil engineering, and their graduates excel in those lines of technology in which they were trained.

The development of schools devoted to technology has been stimulated by the needs of the last quarter of a century, especially in connection with the new demands for transportation, lighting, heating, drainage, and ventilation in the tendency to city life. So broad is the field, so serious are the demands for thorough preliminary training, so extensive is the equipment for diversified technical instruction and practice, so scholarly, widely read, and experienced must be the professors who guide the discussions of laws and social relations affecting the needs of modern life, that university is seriously considered a fitting name for the foremost of these schools. The enlargement of these schools is one of the marked educational features of the decade.

There is a group of schools preparatory to the professional schools of technology, sometimes under the same administration as the latter so that the same instructors do service in both. The apparent strength of these schools is summarized in the statement on the following page, which is inserted at this point on account of the close relation of these secondary schools to technology.

SECONDARY TECHNOLOGY

STATES	TEACHERS.			STUDENTS.		
	Total.	Male	Female.	Total.	Male.	Female.
The United States	126	80	46	3,235	a1,870	1,365
Colorado	9	5	4	47	33	14
Illinois	13	12	1	278	278	.....
Indiana	.....	.....	.....	88	80	8
Kansas	.....	.....	.....	9	9	.....
Missouri	13	11	2	250	a250	.....
New York	76	40	36	2,379	1,060	1,319
Ohio	9	8	1	119	113	6
Pennsylvania	.....	.....	.....	17	17	.....
Virginia	6	4	2	48	30	18

a Includes 1 colored.

There are trade schools with a distinct independent enrollment whose work may be called secondary technology. There are other trade or technical schools to which pupils enrolled elsewhere go at designated hours, and there are many cities and institutions where manual training, including the elementary use of tools, is incorporated in the school work. No attempt has been made to represent by figures the manual work in schools whose enrollment otherwise appears in the general tables.

Manual training is prominent in most institutions specially organized for the negroes and the Indians, in orphanages and reformatories. The degree to which it is carried in public schools varies greatly and it is sometimes applied to drawing only.

SECONDARY SCHOOLS.

A school is even more an exponent of social conditions than a builder of other institutions, as may be illustrated in the history of secondary education in the United States in the 50 years since education was first a census inquiry.

The two tables following are condensed from the census of 1840, or based upon it:

SCHOOL STATISTICS OF THE UNITED STATES: 1840.

GEOGRAPHICAL DIVISIONS.	Aggregate number of students and scholars.	Number of students in universities and colleges.	Number of scholars in academies and grammar schools.	Number of scholars in primary and common schools.	Number of scholars at public charge.	Population.
The United States	2,025,656	16,233	164,159	1,845,264	468,364	a17,069,453
North Atlantic	1,413,231	6,619	97,376	1,309,236	370,851	6,761,082
South Atlantic	141,884	3,105	34,748	104,031	23,404	3,925,299
North Central	366,327	3,003	11,724	351,600	62,263	3,351,542
South Central	104,214	3,506	20,311	80,397	11,846	3,025,430

a Includes 6,100 persons on public ships in the service of the United States.

APPARENT RATIO OF SCHOOL ENROLLMENT TO POPULATION: 1840.

GEOGRAPHICAL DIVISIONS.	In all schools.	In universities and colleges.	In academies and grammar schools.	In primary and common schools.
The United States	1: 8	1: 1,052	1: 104	1: 9
North Atlantic	1: 5	1: 1,021	1: 69	1: 5
South Atlantic	1: 28	1: 1,264	1: 113	1: 38
North Central	1: 9	1: 1,116	1: 286	1: 10
South Central	1: 29	1: 863	1: 149	1: 38

The negro race, then essentially illiterate, constituted about two-fifths of the population in the South Atlantic and slightly over one-third in the South Central division. The South Atlantic division in 1840 had 1 in 67 of the white population in attendance in secondary schools, the South Central 1 in 93. In the isolation of families much elementary and secondary work was done by private tutors and governesses.

In the absence of official record, fragmentary accounts and the memory of those who knew northern schools of 1840 indicate a general equality of the sexes in annual enrollment of common schools, with a swelling list of big

boys in winter. In secondary schools the same conditions partly prevailed, with a growing preponderance of boys and young men as the superior schools were reached. The average age in school was much higher than now. The youth worked at home in house and field and shop in busy months, and went to school in slack months till full grown.

A transition for 50 years has been changing the significance of terms. For 1850 and 1860 it is probable that what were called "academies and other schools" included more elementary work than the "academies and grammar schools" of 1840 when "grammar schools" correspond to later high schools. In 1870 the combined private academies, day and boarding schools, included elementary work, and public high schools were credited in state reports with 73,047 aside from the high school pupils of California, Illinois, New Jersey, and Wisconsin, who were not separated from the general enrollment. The estimate of 100,000 in public high schools in 1870 is amply justified, but no one can tell what to deduct for elementary work in private schools of that year.

In 1880 there was a failure to publish full returns.

The following table, outlining available returns for 50 years covering secondary work, emphasizes two points: (1) continuous changes in conditions and in the use of terms preclude close comparisons for different decades; (2) the facts recorded for schools are still so diverse and the care of records is so variable that no grouping of essential items into an accurate national summary for a current year is yet possible:

APPROXIMATE RELATIVE SECONDARY ENROLLMENT AND POPULATION: 1840–1890.

YEARS.	Population.	Approximate secondary enrollment.		
1840	17,069,453	Academies and grammar schools		164,159
1850	23,191,876	Academies and other schools		261,362
1860	31,443,321	Academies and other schools		465,023
1870	38,558,371	Academies, day and boarding schools		a726,688
1880	50,155,783	Not published.		
1890	62,622,250	Private	296,245	607,340
		Public	311,095	

a The 100,000 evidently in public high schools offset more or less fully the elementary pupils in this line.

The tendency is toward a clearer discrimination, though the public high school, simply the most advanced department of its locality, sometimes hardly lifts its highest class above elementary work. The high schools of some cities have a year or more of superior work, but short commercial courses are in vogue, in certain instances without foreign languages or mathematics above arithmetic.

Public secondary schools whose records are available, almost without exception have more girls than boys, which is greatly emphasized in graduating classes often of girls only. For example, Ohio reports in city high schools, 1890, 3,785 boys, 10,210 girls; graduates, 1890, 305 boys, 784 girls; graduates of high schools of the state since their organization, 8,415 boys, 18,903 girls; 55, sex not reported.

State university examinations give a standard for high schools in the following states: California, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, Tennessee, Texas, and Wisconsin.

Some corporate private universities and colleges follow a system of accepting students on the certificates of designated schools in some of the states just named, and in Massachusetts, Pennsylvania, and Ohio.

The certificate system is provoking much debate. In its favor are urged convenience, the better revelation of a pupil's knowledge in his continued experience with his teacher, as compared with the work of a few hours, in which an excellent scholar may fail to do himself justice. To its disadvantage it is urged that studying for specific examinations may tend to a narrowness of view, and that the certifying teacher is in peril at the approving university through any failure of a certificated pupil to maintain himself, and in peril at home if he conscientiously withholds a certificate from any one whose friends are confident his teacher ranks him too low.

A modification has been introduced relating to examinations for admission to some of the leading institutions that is of interest as a recognition that English literature has outgrown the powers of any young man to prepare to answer any set of random questions over its whole range, and as a suggestion of courses that may advantageously occupy one's reading time for an extended period. The schemes of these institutions indicate as much as two years in advance upon what authors the applicant will be questioned. The indirect influence of these announcements and of the publication of the questions used for admission has been recognized as an important power in elevating the work of lower schools, as one might call it a form of university extension, a term just gaining hold in the United States to represent the instructive influence of universities on those not identified with them as resident students.

In California the schools whose certificates are received at the state university in lieu of an entrance examination are called accredited schools, and may be either public or private. In Illinois and Tennessee they are also termed accredited; in Indiana, commissioned; in Iowa, accepted; in Missouri, approved; in Texas, auxiliary, affiliated, or approved. Minnesota calls the high schools recognized by the state for a special grant, state high schools; first class, when fully equipped; second class, well equipped in general, but lacking in some particular; third class, not

well equipped as high schools, but with hopeful prospects of growth to a higher class. Nebraska recognizes the different conditions of strong and weak communities with two classes of high schools, those fitting for a minor course and those fitting for a major course at the state university.

There is increasing facility in determining who had a test study like algebra, notwithstanding the incipient presentation of algebra to some elementary scholars. We may add the students in two mathematical studies as different persons, with a liability to error for those who took two of the studies within the year.

The secondary public schools of the North Atlantic division are widely diverse in organization, municipal relations, and range of studies. The forest regions of northern New England and New York, the great manufacturing interests of southern New England, the international exchanges and traffic of New York, the mining and manufacturing centers of Pennsylvania, the gardens and orchards of New Jersey, the diversity of mountain and plain over the whole division, would be sufficient to produce great local variations in the needs and the work of the public schools. The variations growing out of natural and industrial conditions are considerably increased by the differences in the usages by which the people in the several states have adjusted the relations between personal and municipal effort. These remarks will apply to the whole union, but there has grown up a popular impression that the term high school represents nearly the same conditions anywhere, but above all in the northeastern part of the country.

It is impracticable to give very definite statements as to the number of pupils in secondary schools as distinguished from those of elementary rank. In some cases it is not easy to separate the secondary pupils from those of superior rank. An attempt has been made to give a series of tables that shall be suggestive of the relative character of the work in the public schools, at the same time indicating the kind of reports available to any one who wishes to judge of the value of the present tables and the conditions which one who attempts to make better tables in the future must consider.

NORTH ATLANTIC DIVISION.

Maine appears to include elementary work in the high school, though securing something of the old time maturity of pupils, still exalting the value of the winter's school in busy rural communities (average annual duration of high school, 25 weeks).

Maine has in high schools 15,299, without distinction of sex, including 5,936 in mathematics above arithmetic, and 1,029 common school teachers.

In New Hampshire 7,084, without distinction of sex, are reported studying higher branches; 1,421 male and 1,862 female students are reported in public schools of a higher grade.

In Vermont 2,432 scholars are reported in high schools, sex not given; 737 are recorded as studying Latin.

In Massachusetts the high schools are to a great extent preparatory to the colleges, and the schools rank well as secondary schools. The returns are imperfect in regard to the sex of the pupils, but the total number reported is 25,317.

In Rhode Island the cities and large towns maintain high schools of a generally advanced secondary character, but their enrollment is not separately shown in the state report. The census figures, as far as definite, are from individual reports.

In Connecticut 27 high schools were reported, but the number of high school pupils does not appear in the state report; so far as definitely secured it has been through local reports.

In New York the board of regents exercises effective influence upon the character of both private and public schools through its system of inspection and examinations, by which certain allotments of public money are available to either public or private schools, often on sectarian foundations, according to the number of students in certain courses and the number who pass certain examinations. The institutions recognized by the board of regents are not reported in such form that a ready discrimination can be made between those which are to be counted as private schools and those which are a part of the public free school system, nor does the report discriminate the sex of students.

The cities and large towns of Pennsylvania and New Jersey maintain high schools with local variations in the range of studies pursued, but the high school enrollment is not shown in either state report. The local reports obtained by the census in these states are but suggestive of the total number of secondary pupils.

SOUTH ATLANTIC DIVISION.

Maryland has—

In high schools and colleges of Baltimore	1,098
Outside of Baltimore:	
Studying algebra	4,862
Studying geometry	1,936
A total apparent secondary enrollment	7,896

Maryland stands relatively high in secondary education. In the grammar schools of the city of Baltimore boys study algebra through quadratics and girls begin algebra, in addition to those given above for the state. The eastern shore of Maryland, comprising 9 counties whose whites are of almost purely English descent, hardly affected by the tide of modern immigration, with numerous academies, deserves fuller description of its remarkable

educational, moral, and social conditions than can be given here. Suffice it to say that here is a population—total, 184,097; white, 125,284; colored, 58,813—for many years standing nearly stationary in number, of homogeneous character, essentially rural, having no aggregations so large as 5,000 people, rising above the state at large in the ratio of secondary pupils in the public schools.

The academies of Maryland were established in every county years before the existence of the state public school system. Some have been converted into high schools and placed under the control of the boards of county school commissioners. The rest are governed by boards of trustees which are perpetual, the boards filling vacancies by election. These clearly belong under the head of secondary education, as the ancient languages and higher mathematics are taught to all the students. They receive donations from the state, and report annually to the state board of education. This explanation by the state superintendent of public instruction makes it clear beyond question that part of the academies have become public high schools. It is also clear that the government of the other academies is in the hands of private corporations, although their partial support by the state leads some to call them public. This illustrates specifically a difficulty experienced in many of the states in properly determining whether a school is to be classed as private or as public.

The small state of Delaware has but few public secondary schools, and the number of pupils has been partially obtained through individual reports.

The high schools of the two races in the District of Columbia, of which the city of Washington is the principal part, are ranked as secondary schools. The number of pupils in each high school is embodied in the printed report of the schools of the district.

In Virginia there are reported 8,122 white and 1,002 colored pupils studying higher branches in the public schools, or a total of 9,124.

In West Virginia there are reported 72 studying geometry, 1,623 studying algebra, or a total of 1,695 outside the principal cities. Accurate reports from the whole state would probably exceed the estimate here given for secondary studies.

In North Carolina the number reported in public secondary schools is relatively small, since it is only by special authority of the boards that the higher branches are taught, and the combination of public and private schools takes such a form that most of the secondary instruction falls under private tuition.

For South Carolina 7,210, without distinction of race or sex, are given in the state report as studying the higher branches in the public schools.

In Georgia there are 22 public high schools, mainly in cities and districts under special laws, the use of public money in other cases being restricted by the state constitution to elementary instruction. The reports from the public secondary schools were not wholly obtainable in a separate form.

The sparse population of Florida has but few points of concentrated strength to maintain public secondary schools, and of those knowledge has been gained mainly through individual reports.

NORTH CENTRAL DIVISION.

The North Central division, by reason of its wealth of natural resources and the inauguration of school endowments in the first disposal of the public land, coming into active effort just as the experience of the Atlantic states indicated the most profitable directions for exertion, has with its present density of population the most favorable conditions educationally of any great geographical division. The states are more fully noted separately.

Ohio, with well defined organization, appears to make high school and secondary school properly interchangeable terms. Out of a population of 3,672,316, Ohio has in public high schools, according to the state report, boys, 16,051; girls, 20,441; a total of 36,492. Of these there are studying algebra, 25,839; studying geometry, 6,919; studying trigonometry, 1,324; studying algebra or higher mathematics, 34,082. It is quite possible that 1 in 18 of the high school enrollment would properly be counted as a secondary pupil who was not at the time engaged in any one of the studies used as a test. This would closely indicate the character of the studies of the high school pupils. According to the same report there were 10,619 studying Latin, or over 29 per cent of those in high schools. The highest work at public charge in Cincinnati will rank with superior work, as it does more or less steadily in some other cities. It is quite a common custom in Ohio for colleges to admit students from schools of assured standing without examination.

In Indiana there is a minimum course for commissioned high schools, of which there were 109 in 1890. This course comprises algebra, geometry, and Latin or German. The connection between high schools and the higher state institutions is well defined, each school of the proper standing being recognized by a commission of the following form:

STATE OF INDIANA—HIGH SCHOOL COMMISSION.

This certifies that ———, superintendent of the graded schools of the ———, is authorized by the state board of education to certify students of the high school department of said school for admission to the Indiana University, Purdue University, and the State Normal School, in accordance with the requirements of the said several institutions.

Department of Public Instruction,
Indianapolis, ———, 18—.
For board of education.
[SEAL.]

——— ———. President.
——— ———, Secretary.

Although the state report is very complete as to the character of the work and regarding many details, even giving the schools and the teachers in charge by name, the statistics of enrollment are left to be sought from other sources, and no close accuracy is claimed for the figures here submitted.

In Illinois there were 6,262 males, 11,349 females, total, 17,611, in 208 high schools, of which 58 were recognized as fitting schools by the state university, and a few also by the University of Michigan.

In Michigan the university and the state normal school admit graduates of the high schools without examination, and the stimulating influence of the university upon the local high schools has been very great, even raising a question whether weak communities with very small classes may not have been induced to undertake an undue amount of work. The university extends its recognition of schools doing satisfactory preparatory work to schools in other states. The high schools on the authorized list in Michigan rank high, and their students in 1890 were 16,908. Unfortunately, they were not discriminated by sex in the report.

In Wisconsin, as in Michigan, the state university exercises a direct influence upon high schools, which are supervised by a special officer of the state. The number reported studying Latin and Greek was 1,520. The number used in the census tables for public secondary pupils is largely based on individual reports.

In Minnesota the state board of education has a supervision of the high schools which it recognizes in three classes: those in the first class sustaining full preparatory classes to the state university; those in the second class similar, but not so well equipped as those in the first class; those of the third class, of advanced scholarship and equipment, not having attained such stability and efficiency as to entitle them to fuller recognition, but regarded as hopeful candidates for the second and the first classes. Upon the certificates from these schools the students are admitted to the normal school, the colleges, and universities, with credit for the work certified by the local high school. There were 14 first class, 21 second class, and 29 third class schools. A special grant of $400 was made by the state to each. There were 3,665 pupils enrolled in these schools, besides 2,274 in the high schools of the two large cities. There were admitted upon high school certificates 410 to the university and 509 to the normal schools. There were in the state high schools, as these recognized high schools are called, aside from the great cities, 2,111 studying algebra, 964 studying geometry, more than 1,000 studying Latin, about 300 studying German, and a small number studying Greek. By means of the state supervision the high schools of Minnesota have a well defined position, and there is a pliability in the requirements for recognition that gives due credit to the best efforts of feeble communities. Minnesota, like Ohio, appears to make high school and secondary school properly interchangeable terms.

In the Dakotas the number of pupils studying algebra and geometry outside the independent districts is reported. These independent districts include the largest and strongest schools, ready to certify their graduates to the universities. In the counties of North Dakota there are reported studying algebra 336, geometry 146, or a total of 482. In South Dakota there are reported in the counties 419 studying algebra, 104 studying geometry; total, 523. In North Dakota there are 4,722 scholars in the independent districts. In South Dakota there are 11,843 scholars in the independent districts. The schools of the Dakotas have been better equipped with maps, charts, and apparatus than many in older states, so that while the great changes that took place in certain counties led even to the closing of schools and the practical abandonment of some schoolhouses, the number of scholars pursuing advanced studies may have been greater than that estimated in the table.

In Nebraska there has been a provision for several years for admitting students to the state university in a major course, which it was supposed could be anticipated in the stronger districts, and in a minor course to accommodate those districts too weak to maintain classes to the other standard. Early in 1890 measures were adopted strengthening and advancing the standards for both courses. A similarity of plan to that in Minnesota will be evident. Nebraska reports 17 schools with the major course and 15 with the minor course, to which some addition is evidently to be made for those which do like work, but have not gone through the formalities for official recognition. There were reported in all public high schools 6,176 pupils, a number swollen in this report by secondary pupils in state institutions.

In Kansas 8,030 pupils are reported in high schools, 41 schools are accredited with preparing students for the freshman class of the university, and 30 schools additional as nearly completing that preparation.

During 1890 the leading educators in Iowa took steps to bring the high schools and the higher institutions, especially the state university, into more intimate relations. It appeared that there were 140 high schools in the state, of which 88 maintained a 4 years' course and 50 a 3 years' course. Latin was taught in 115 of the schools. It also appeared that 60 members out of a freshman class of 88 in the university were fitted in the high schools, part of them being admitted under conditions. Returns for the fall term of 1890 showed 5,161 boys, 8,053 girls, a total of 13,214, enrolled in the public high schools of Iowa.

In Missouri there are about 20 city high schools upon the accredited list of the university, but the number of pupils in these schools is not separately shown in the state report.

High schools reach increasing numbers of pupils in these states, not all having the zeal of those who had only rougher opportunities. Before St. Louis or Chicago had high schools, isolated pupils in the Missouri woods were fitting for college and algebra was studied in country districts of the Rock river valley, where bearded pupils no longer maintain debating societies and where city enticements for youth longing after learning or wages leave scant material for even elementary schools.

SOUTH CENTRAL DIVISION.

The South Central is, in a general way, like the South Atlantic division educationally. As elsewhere noted, Tennessee has a long record of elementary public education; Texas, a great development connected with her land grant endowment and her material growth, and public secondary instruction assumes a more prominent place in all the states year by year.

The large cities of this geographical division have generally secondary classes or departments in their public schools, but the general tendency of the states is to spend public money for elementary education, leaving secondary education more to the support of private resources. In states without large cities the growth of public school organizations is not so well defined, especially for secondary work, private arrangements and public aid mingling to a great degree.

The conditions in Kentucky vary greatly between her most prosperous counties and those with less material advantages. Some 12 cities take charge of their schools and in some other places advanced classes are organized, but the principal tuition for public money is elementary. A superintendent reports that there were several private schools taught in the county, which contains 6 academies holding continuous sessions of 10 months each year, and that the schools are taught in connection with the public school for 5 months. In the state at large private provision is more prominent for secondary instruction, there being nearly 100 private academies and high schools. The state report does not show the attendance at these schools.

In Tennessee the university begins to exercise a direct influence upon the public schools, but the line of separation between public and private schools is somewhat indefinite. There has been recently a very rapid change of the old academies and private schools into public schools, and some of the schools still maintain a double character. Some of the difficulties in obtaining accurate statistics are indicated in the statements by county superintendents. One says that his report of the institutions other than public schools includes only such schools as were wholly private throughout the year, and that in addition to these about 40 "subscription" schools have been taught, employing about 50 teachers, in session from 3 to 5 months, and reaching an enrollment of not less than 1,700 pupils. In another county the superintendent says: "Our people have private schools taught in many school districts where they have not money sufficient to have a public school". Another superintendent reports the donation of a school building called a college, and capable of seating 800 pupils, evidently intended as the expression of one individual in behalf of public education. A summary of the general situation is fairly presented by the superintendent of an important county, who is pleased to announce the gradual but constant advance of the public schools in efficiency and usefulness, and the appreciation of the people, who now realize that these schools are their only dependence for their children at home. Private schools are not now attempted at all (in this county), except in 5 or 6 towns where academies are conducted by private enterprise. The public schools are consolidated with these academies, and the principals continue the remainder of the year on their own account after the public fund is exhausted.

The announcement of a high school in Tennessee says:

> The school will continue for a period of 10 months * * * ; tuition first grade * * * $5 * * * ; second grade * * * $7.50 * * * ; third grade * * * algebra * * * Latin, $10 per session * * * . All pupils enrolled as free school pupils at this school will be admitted free during the free term.

In Mississippi it is evident that there is great growth in public school organization. It is not so easy to give the conditions by figures as in some other states, but a multitude of instances can be cited to illustrate every statement made in this connection. This is the more important because the conditions which are plainly clear in the report for Mississippi for the two years ending in 1891 are to a greater or less degree illustrated in nearly every state south of the Ohio river. The public school branches as taught under the general state law are essentially confined to the elementary English studies. The county is the unit of administration, but the larger towns can assume the entire control of their schools. The country school under the present constitution will be maintained with public funds a minimum of 4 months. The schools of the independent districts are maintained for 8 to 10 months, as a rule, and many schools under the general law have their terms extended by other than public funds. There are in the state 220 high schools and 43 schools in separate districts. A very small number of these high schools appear to be purely private, working without any aid from public funds. Many of them, however, receive the public money partly by teaching a free term while the money lasts, partly by crediting upon the tuition bills the money which would be apportioned to each scholar from the public fund. Some of the high schools are to be considered as wholly public schools, and yet the private element enters so largely into the maintenance of education that it would be tedious to separate clearly the public high schools from those of mixed support or of a private character. Even where the tuition in the common branches is wholly free, a fee is charged oftentimes for instruction in the advanced studies. Furthermore, the school property is to a very large extent in the hands of private individuals. In some counties with a large number of schools not a single schoolhouse is owned by the county, and even where the deed has been made it often occurs that it is of a limited character, providing that the property shall revert to the previous owner when it ceases to be used for school purposes. Some of the higher schools have valuable properties, embracing considerable tracts of land, and maintain boarding establishments.

There are many students in the state in the advanced mathematics and languages, but it would be extremely difficult to determine the correctness of an assignment of these scholars to public and private schools respectively.

In the words of one county superintendent, the high school is the link that binds the public school to the college. Local taxation is hardly of aid outside the separate districts. The state fund is used almost wholly for the payment of teachers, and each neighborhood is expected to provide a house for the school. It so occurs that any building that can be utilized is likely to be a schoolhouse, and as the school is in many cases located by the temporary preferences of the community and the climate is mild, very cheap structures are made to suffice. The negro churches are very largely utilized for schools; in some instances the Alliance buildings appear as schoolhouses. A peculiar danger is noted as pertaining to these cheap structures in the pine woods, namely, their liability to destruction by forest fires.

A specific example will verify various statements already made. The case selected illustrates the current interest in education and the present modes of its administration. The high school was established in 1889 and chartered in 1890. The expenses accruing from the erection of the building, purchase of furniture and equipments, were all defrayed by private contributions by the citizens of the vicinity. The building is located on a 6 acre lot. It can at present accommodate 75 boarders. The school has no public endowment fund. It is managed by a board of directors, which is a permanent corporate body having power to increase or diminish the number and fill all vacancies that may occur. It is not under the auspices of any religious denomination. The directors employ a principal annually at a salary of $1,000 per session, and designate the salaries of the assistants who are employed by the principal. The sessions consist of a public term of 4 months and a private term of 5 months. This school enrolled 112 scholars in 1890. A similar school of like age has 4 acres, takes boarders, is open 10 months in the year. During 4 months public term pupils are charged full tuition and credited with their share of the public fund. Pupils are prepared for the state university. The enrollment in this school is, local pupils, 127; boarders, 25; total attendance, 152.

These are but typical instances that might be many times multiplied in Mississippi, and to a greater or less extent in the adjacent states.

The conditions in Alabama are in general similar to those in Mississippi, but they are not as well shown in public reports.

The cities of Louisiana have secondary departments, but the conditions of a lowland country are less favorable for the maintenance of secondary schools away from the principal cities than in states with more highland homes.

There has been a great development of public school work in Arkansas, and some of it assumes a secondary character, though large portions of the state are very backward with any account even of their elementary work.

Texas is the only one of all this division that makes a state report definitely representing any studies by which the standing of the work can be judged. With a population of 2,235,523, the report shows in high schools distinctively organized 1,113 white boys and 1,510 white girls; outside of high schools, studying algebra, 19,459 white and 2,609 colored pupils; studying geometery, 7,203 white and 263 colored; making the apparent secondary pupils aggregate 32,157.

The number of schools organized as secondary or high schools is very small, but there is much individual liberty, and pupils are not held back from algebra and geometry as in the highly graded schools of some other regions. The accuracy of the figures has been confirmed in a general way by the county returns. Nor need the figures seem so astounding when it is noted that this gives Texas but little more than one-half the ratio of secondary public school pupils claimed by Maine, and when we reflect that the border Texas whose admission to our union is associated in memory with the war with Mexico has been lost in a most wonderful development of new conditions. In the matter of population alone, if we could imagine that the number remaining the same as now the whole population of Texas of 1880 still lived in its old homes, we should find almost one new person for every two inhabitants of 10 years ago; when now we reflect that for every death and migration a new person must be added to make good the loss, it will be evident that it is far within the truth to consider that the present population of Texas is one-third made up of people not in Texas only one decade ago. This indicates possibilities of great radical changes in every material, moral, and social feature. It has largely been a change of progress that warns older states to look well to their comparative statistics.

WESTERN DIVISION.

In the Western division the schools are modeled on the general basis of those in the North Central division, whose overflow formed their social institutions. The condition of secondary education is closely related to the density of population, advanced schools being generally maintained at public expense where there is a population to furnish pupils. The national aid by a land grant system gave even more united impetus to schools than in most of the states along the Mississippi river. The schools of the new cities of the western states have buildings with the latest devices, which make a better appearance to the eye of the traveler than those in the old centers of culture, since they have accumulated little of the mold or rust that gathers about buildings and institutions as they grow old.

In California the enrollment in high schools and advanced grades is 3,548. The quality is tested by examinations for admission to the state university.

In Colorado the number reported enrolled in high schools is 1,733. In this state steps were in progress for a harmonious course of study connecting the high schools and the university in 1890.

In Oregon and Washington the larger towns have schools with secondary departments, as do the cities in Idaho, Montana, Wyoming, and in a less degree the territories of the great plateau. Nevada is shrinking in its social power. For none but California and Colorado are the state reports suggestive of the number of secondary pupils.

ELEMENTARY SCHOOLS.

The great mass of schools of the country are elementary.

The text books are of the highest valne if we accept the advertisements of interested authors, publishers, and agents. In the light turned on them by rivals their excellences are less conspicuous. The schools are of the utmost efficiency in producing useful citizens, if we accept the self laudation of some superintendents and school boards. In the light of keen eyed criticism their excellences are not so prominent. Criticism from friends who wish to improve the appliances of education and destructive criticism have been especially active in the decade.

The general statements as to the condition of education might fairly be repeated for this subordinate group. Two subdivisions of the elementary schools have each a peculiar interest. These are kindergartens and parochial schools.

THE KINDERGARTEN.

The kindergarten, or children's garden, obtained the name and a suggestion of quality from Froebel, a German, in whose country it has been maintained by wealth and private benevolence to a limited extent for half a century under government inspection, officially tolerated rather than supported. It is there intended for children below 6 years of age, the legal standard for public education. The true relation of kindergartens to the German public schools has been repeatedly published, both officially and unofficially, without dispelling a popular impression that in their establishment here one of the best features of the German public schools is secured. The discussion of kindergarten methods has aided in the improvement of elementary schools. The name, however, is readily made to cover almost any stated gathering of little children, even of a transient sort and in alleys and tenement houses, under the auspices of those laboring for the betterment of low forms of city life. In many cases the term infant school would be more appropriate, if, indeed, the name school is not itself sometimes out of place. Notwithstanding the theoretical popularity of kindergartens in this country and the large place they fill in public addresses and essays, their practical development, including all claiming the name, is very limited. A few cities and towns have departments in the public schools called by the German name; in a few cities benevolent associations maintain like schools; a considerable number of such schools exist as individual enterprises in different parts of the country, often as attachments to schools for older pupils; kindergarten departments are maintained as parts of the model schools connected with various institutions for training teachers; the patient care of young children, for which the educational asylums are noted, goes to the general credit of kindergarten work, even where no direct indebtedness to Froebel, their German originator, is traceable; but the whole nominal kindergarten work of the country reaches but a small number of children, and thus far has not a very stable character. For example: the superintendent of the public schools of Milwaukee, where 2,753 were enrolled in kindergartens in 1890, says the kindergarten is still an incidental extension of the public schools, and that the first grade is the goal of the child as he enters the kindergarten, and upon a moment's notice that there are vacancies in the next room he marches proudly on to be enrolled with pupils permitted to use pencils, books, and slates. Wisconsin takes children into school at 4 years of age.

Were no schools to bear the name except those conforming to Froebel's pattern, the number so grouped would be very small indeed. As authoritatively published, the original plan was that, where possible, the children were to be much in the open air and were each to cultivate a little garden. The garden is so conspicuously absent in the American reproduction of this form of infant school as to prompt the inquiry why the name should be retained. The founder of kindergartens contemplated the instruction and training of very young children as much by the mothers and the nurses as by other teachers. In France schools somewhat resembling the kindergartens are called Écoles maternelles, or maternal schools. A playground with a small garden is part of the essential equipment of each. Nearly two-fifths of the children between 2 and 6 years of age are registered in these schools, of which about three-fifths are public, all being under government inspection to insure satisfactory conditions for health and training.

APPARENT WORK OF KINDERGARTENS, AS DERIVED FROM THE REPORTS OF SCHOOLS: CENSUS OF 1890.

[This table is merely suggestive. The schools called kindergartens are extremely variable in quality and stability.]

STATES AND TERRITORIES.	ENROLLMENT.												
	Grand aggregate of pupils.	Aggregate of public pupils.	Private.										
			Teachers.				Pupils.						
			Aggregate.	White.		Colored.	Aggregate.	White.			Colored.		
				Male.	Female.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The United States	38,354	23,754	749	10	736	3	14,600	13,882	6,385	7,497	718	290	428
North Atlantic division	14,579	10,784	272	8	264	.....	3,795	3,779	1,712	2,067	16	10	6
Maine	300	200	7	.....	7	.....	100	98	48	50	2	2	.....
New Hampshire	46	.....	6	1	5	.....	46	46	22	24	.....	.....	.....
Vermont	43	.....	4	.....	4	.....	43	43	25	18	.....	.....	.....
Massachusetts	3,699	3,000	62	.....	62	.....	699	697	312	385	2	.....	2
Rhode Island	427	208	14	3	11	.....	221	210	99	111	11	7	4
Connecticut	925	726	12	.....	12	.....	199	199	90	109	.....	.....	.....
New York	1,994	600	87	1	86	.....	1,394	1,394	618	776	.....	.....	.....
New Jersey	1,500	1,052	31	.....	31	.....	448	447	223	224	1	1	.....
Pennsylvania	5,645	5,000	49	3	46	.....	645	645	275	370	.....	.....	.....
South Atlantic division	754	250	31	.....	30	1	504	459	204	255	45	16	29
Delaware	21	.....	1	.....	.....	1	21	1	1	.....	20	6	14
Maryland	122	.....	6	.....	6	.....	122	122	64	58	.....	.....	.....
District of Columbia	257	.....	15	.....	15	.....	257	232	105	127	25	10	15
Virginia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
West Virginia	21	.....	1	.....	1	.....	21	21	9	12	.....	.....	.....
North Carolina	47	.....	6	.....	6	.....	47	47	12	35	.....	.....	.....
South Carolina	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	270	250	1	.....	1	.....	20	20	8	12	.....	.....	.....
Florida	16	.....	1	.....	1	.....	16	16	5	11	.....	.....	.....
North Central division	18,179	12,320	274	2	271	1	5,859	5,503	2,568	2,935	356	129	227
Ohio	1,021	20	63	.....	63	.....	1,001	981	444	537	20	10	10
Indiana	1,935	200	39	.....	39	.....	1,735	1,435	613	822	300	100	200
Illinois	2,063	450	103	1	101	1	1,613	1,584	767	817	29	14	15
Michigan	498	250	15	1	14	.....	248	245	135	110	3	2	1
Wisconsin	3,423	3,000	16	.....	16	.....	423	423	200	223	.....	.....	.....
Minnesota	194	.....	7	.....	7	.....	194	190	95	95	4	3	1
Iowa	1,080	1,000	5	.....	5	.....	80	80	37	43	.....	.....	.....
Missouri	7,164	7,000	9	.....	9	.....	164	164	84	80	.....	.....	.....
North Dakota	233	150	3	.....	3	.....	83	83	41	42	.....	.....	.....
South Dakota	55	.....	4	.....	4	.....	55	55	32	23	.....	.....	.....
Nebraska	55	.....	4	.....	4	.....	55	55	25	30	.....	.....	.....
Kansas	458	250	6	.....	6	.....	208	208	95	113	.....	.....	.....
South Central division	960	100	47	.....	47	.....	860	630	279	351	230	112	118
Kentucky	621	.....	39	.....	39	.....	621	506	226	280	115	55	60
Tennessee	165	.....	4	.....	4	.....	165	50	20	30	115	57	58
Alabama	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mississippi	100	100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Louisiana	25	.....	1	.....	1	.....	25	25	11	14	.....	.....	.....
Texas	35	.....	2	.....	2	.....	35	35	16	19	.....	.....	.....
Arkansas	14	.....	1	.....	1	.....	14	14	6	8	.....	.....	.....
Western division	3,882	300	125	.....	124	1	3,582	3,511	1,622	1,889	71	23	48
Montana	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	470	.....	24	.....	24	.....	470	445	207	238	25	10	15
New Mexico	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona	22	.....	1	.....	1	.....	22	22	8	14	.....	.....	.....
Utah	11	.....	2	.....	2	.....	11	11	2	9	.....	.....	.....
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	55	.....	4	.....	4	.....	55	55	26	29	.....	.....	.....
Oregon	30	.....	3	.....	3	.....	30	30	15	15	.....	.....	.....
California	3,294	300	91	.....	90	1	2,994	2,948	1,364	1,584	46	13	33

So-called public kindergartens have been maintained in this country for pupils who had outgrown Froebel's conditions for such instruction and the age for Écoles maternelles of France, partly by reason of local legal limitations of the ages at which instruction might be had at public expense. This is notably illustrated in St. Louis, Missouri, where, after gaining very marked popular favor under the leadership of a devoted, generous woman, the kindergartens were taken up as a part of the city schools. The constitution of Missouri prescribes 6 years as the minimum age for free tuition, and the friends of public tuition to much younger children were greatly surprised by a judicial decision that it was unlawful for children under 6 years of age to be received in schools maintained by public funds. In this one city, therefore, are some 7,000 children over the Froebel kindergarten age attending schools called kindergartens. In Philadelphia and in Boston the kindergartens first gained a standing through generous private zeal, and they continue to train children under 6 years of age. St. Louis, Milwaukee, Philadelphia, and Boston are the prominent cities maintaining departments of the public schools called kindergartens. In San Francisco, Denver, Louisville, Chicago, Indianapolis, and Cincinnati free kindergartens are maintained by benevolent associations.

The difficulties of discriminating kindergarten schools from general primary work have been such that the children in kindergartens have been counted with others in the general tables of public and private schools. The preceding table derived from those great groups, as well as practicable, gives a general approximation to the conditions in 1890.

The conditions at St. Louis have such national importance as to justify extended quotation from the reports of the president of the school board:

In connection with this shortness of the school life of the great majority of the school children should be noted the anomalous relation of the kindergarten system thereto. Until the board was by law prohibited from receiving children under 6 years of age, the great merit of the kindergarten system lay in its rendering practicable an extension of the school life below that age. Now, however, as the board is not permitted to receive children under 6 years of age, the time spent in the kindergarten, if the law is obeyed, necessarily shortens the time which the children of this class can spend in the regular school course.

Under the regulations of the board, in schools having kindergartens, a child is not admitted to the first grade primary until 7 years of age, and between 6 and 7 a child is admitted only to a half day session at the kindergarten. In schools not having a kindergarten, children are admitted to primary instruction a half day at the age of 6 years, if there are vacancies after the children of 7 years are accommodated. The obvious aim of these regulations, which were adopted by the board after the decision of the supreme court, is to keep children in the kindergarten, by excluding them from the regular primary instruction, until 7 years of age. Where the school life is shortened by necessity, it is natural that parents should desire their children to enter the regular primary grade as soon as possible, and it is difficult to see upon what theory the board can justify the excluding them therefrom after they have reached the age of 6 years. * * *

That the rule of the board and the law of the state are practically nullified in the kindergartens as to the limitations of age is obvious to any casual observer. While I deem this limitation of age unfortunate, under the conditions which prevail in a large city like St. Louis, it is the duty of the board to see that the law is obeyed, and principals and teachers should be instructed in cases of doubt to refer to the official municipal registrations of births, or parents should be obliged to produce certificates of such registration. [This certificate was made requisite in 1889.] At the same time the board should not deny the right of any child who, being 6 years of age, is entitled to enter the schools, to enter at once the regular primary grade. In other words, whatever merit there may be in the kindergarten, it should not be used as a means of further shortening the school life which is already shortened by necessity. It is a significant fact that the kindergarten system, despite its universally admitted excellent features, should have made comparatively little progress in connection with the public school system of the country, although its merits have now for many years been familiar to the educational public. The reason is obvious. The public school funds being limited, and the school age being limited also, it is found that all the school funds are required for those who are old enough to commence their regular school life. In other words, the proper place of the kindergarten is for those whose school life is not limited by necessity, or for those who are under the age when they can profitably commence the regular primary grade. Whatever may be the future policy of the board in this matter, however, many features of the kindergarten system should be permanently retained, by being regularly incorporated in the system of primary instruction. (1888.)

The president of the board said in the following year:

The board has not solved the "kindergarten problem", and the anomalous position of the kindergarten system in St. Louis public schools, to which attention was called in the last report, still exists. * * *

The board now requires a certificate of date of the child's birth, to be signed by the parents on entering the child, with a view of checking the disposition to evade the constitutional requirement of school age of 6 years.

The kindergarten, as introduced in St. Louis, was intended for children who are too young to commence regular school life; in other words, too young to learn to read. Before the decision of the supreme court, in 1883, prohibiting the board from receiving children under 6 years of age, the kindergartens enabled the board to prolong the child's education by receiving him as early as 4 years of age. Indeed, from 4 to 6 may be said to be the true kindergarten age for "pure kindergartens". The nursery element therefore predominated in the system, as with average children of such age it must necessarily predominate. The history of the system in St. Louis is illumined with the disinterested labors of Miss Blow and the enthusiam of her associates and successors. The sight of happy children is always attractive; and the conceded merits of the system and natural local pride in its extension to other communities from St. Louis, have made the board reluctant to recognize the imperative consequences of altered conditions.

Since 1883 the board has been prohibited from receiving children under 6 years of age. Children now enter the kindergarten at an age when formerly they left it. The kindergarten, therefore, is forced into competition with the regular primary school, and children can only be kept in the kindergarten by being kept out of the regular primary. To meet this difficulty, and to keep children out of the primary, so as to sustain the kindergartens, the board enacted a rule in 1883, which is still in force, whereby in schools having kindergartens children are not permitted to enter the regular primary grade until 7 years of age, while in schools not having kindergartens one is permitted to enter at the age of 6.

This rule is, in my opinion, against public policy, and of doubtful legality. As human society is now constituted, the learning of the forms of language constitutes the beginning of school education. The kindergarten may be an excellent preparation for this school education, but it is not a substitute for it, and, considering the short school life of the average child in the public schools, it is, in my opinion, an unwarranted exercise of the power of the board to deny any child of school age the privilege of beginning his school education.

It is urged that the year spent in the kindergarten is of such benefit to the child in developing his reasoning faculties and powers of observation that he advances enough more rapidly, when he enters school, to compensate for the year's delay.

This educational proposition is very doubtful at best, and is directly controverted by the observation of some of our most experienced teachers. However this may be, it is properly a question for the parents to decide, at what age, in view of the child's disposition and development, the regular school life should begin; but they should have the right of beginning that school life as soon after the child reaches the legal school age as they deem proper.

It is obvious that it is futile for the board to attempt to maintain a "pure kindergarten" when the law excludes children of pure kindergarten age. It can not sustain "infant schools" without infants. The kindergarten in St. Louis is necessarily no longer a "pure kindergarten" in that sense, but it is adapted, or sought to be adapted. to children of more mature age, the educational element being substituted as far as practicable for the "nursery element".

Another very serious difficulty embarrasses the board in regard to the kindergarten system. Only about two-thirds of the schools have kindergartens, and less than one-third of the children in the primary grade attend the kindergarten. The board is financially unable to extend the system to all the schools. The existing discrimination is upon principle indefensible, since no system of education can properly be introduced or maintained in a public school system the expense of which prevents its being made available to all the children in all the schools.

The board is now conducting experiments in 3 schools with a view of introducing elementary instruction in reading into the kindergartens. If children between 6 and 7 years of age are not permitted to attend the primary school, they certainly should be permitted to learn to read in the kindergarten.

The board should, as rapidly as practicable, adopt a system of primary instruction for all the schools, retaining and making available to all the children such features of the kindergarten system as can be made a permanent part of the regular primary instruction of all children of legal school age. This is a duty forced upon the board by conditions which it can not control.

Though the "pure kindergarten", for children too young for school, would be relegated to voluntary enterprise and charitable effort—and a grand philanthropic field is open in certain districts of the city—the kindergarten system would render a lasting contribution to the public school system of St. Louis by permanently modifying its whole system of primary instruction. (1889.)

In 1890 the city of Boston had been maintaining kindergartens as public institutions about two years, and makes this showing:

There are at present 25 kindergartens instructed by 46 teachers. The success of these schools, judged only by the requests for their establishment in the different sections in the city, has been unquestionable.

These schools are established for the purpose of giving kindergarten instruction to children of 3.5 years of age and upwards. There is one daily session, the afternoon being devoted by the teacher to visiting the families of the districts for the purpose of securing the interest and co-operation of the parents in kindergarten work and of promoting regularity of attendance.

The conditions of the kindergarten schools of Philadelphia are not clear from the published report.

The requirements in the rules that no "kindergarten shall be maintained by the board where the average attendance, exclusive of the sick, is less than 25 pupils per class for each teacher employed in the kindergarten" is suggestive of a heavier demand upon the teachers than the ideal, especially when taken in connection with the rule applied to the other schools, that "in ascertaining the average attendance for the monthly reports, the number absent from sickness shall be computed with the number actually present", under which certain primary schools are restricted to 30 pupils to the teacher.

Certain contrasts force themselves upon attention. St. Louis excludes from the kindergarten children under 6; Philadelphia excludes those over 6; Boston has a one session kindergarten and keeps the teachers busy the other half of the day among the patrons; St. Louis and Philadelphia have some double session kindergartens, and some teachers teach two sets of pupils in the two halves of the day. The maximum compensation of a kindergarten teacher in Philadelphia is less than the maximum of her sister in other primary schools, and although the maximum is the same as that of a sewing teacher, the sewing teacher starts higher and reaches her maximum with about two years less service.

The succeeding extracts indicate well a kind of following which Froebel's work secures in various places:

Six kindergartens were established in October, 1888. The leading teacher resigned in a month on account of inadequate salary. Pupils, average attendance for the year about 250; age, 5 years and upward.

Although, as is customary in all kindergartens, a considerable portion of the time of the pupils is devoted to plays, games, singing, etc., nevertheless commendable progress was made in reading and numbers, so that it is confidently believed that the pupils who attended with regularity will be able to enter the first grade primary and soon overtake those who entered the same grade a year in advance of them.

The hope has been entertained that the system might be extended to other districts of the city and the number of kindergartens increased the coming year; but all members of the board are not yet fully persuaded of their utility. Therefore it has been decided to continue the experiment with the 6 schools already established, in order to determine more fully and satisfactorily to all members of the board the advantages of the system.—Rochester, New York, 1889.

The kindergarten material which the board so readily furnished was thoroughly appreciated by the little people, as well as by their teachers, who were thereby enabled to pleasantly bridge the gulf too often existing between home life and early school life. The pupil teachers were led to see the harmony existing between the kindergarten and primary school, and a desire was inculcated to learn of the designs and benefits of manual training.—Principal of Training School, Saratoga Springs, New York, 1889.

The following extract fairly indicates practical difficulties as they appear to some who appreciate the aim of Froebel:

Had we teachers trained in kindergarten work it would be perfectly feasible to start kindergarten classes at once in several schools in the older part of the city. * * * The only real obstacle in the way of this is the difficulty of finding trained kindergarten teachers. To place kindergarten classes under untrained teachers would be worse than useless. I would respectfully recommend, therefore, that two kindergarten classes be established in the training school, and that salaries sufficiently high be paid to obtain the best two kindergarten teachers in the country.—Brooklyn, New York, 1890.

The following statement in the report of the superintendent of schools of Paterson, New Jersey, to the state superintendent, 1890, would apply to a large part of the work done in the name of kindergarten:

We now have several partial kindergarten classes in the schools.

PAROCHIAL SCHOOLS.

Training in religion is a strong demand among some of the most earnest supporters of the public school system, conspicuous among whom are the Hebrews, who maintain special schools in several of the large cities, often requiring as a condition of admission regular attendance in the public schools. The schools of those organized in some cities under the name Jewish, in others under the name Hebrew, formed of public school pupils, confirmation and catechetical classes of the Catholics, Lutherans, and others occupying only Saturdays, Sundays, and extra school hours, have intentionally been omitted from the general table of school enrollment, since the pupils are already counted elsewhere.

The enrollment in parochial schools has been made a census inquiry for the first time. Including the parochial schools, the religious idea is the mainspring of the greater part of private school organization, parochial being the term used for elementary schools with religion as a prominent motive, supported by local congregations. It is not easy to make a close distinction between parochial schools and those of like motive, but supported on a broader basis or doing more advanced work, especially as the work of a given school may change from year to year.

There are 4 communions whose possible parochial schools are for convenience classed among the general private schools: (1) the Church of Jesus Christ of Latter-day Saints, popularly called Mormons, whose schools contain 5,092 pupils, the elementary pupils corresponding closely to the parochial pupils in other cases; (2) the Orthodox Greek Church, with missionary schools in Alaska; (3) 63 pupils are in schools reporting themselves as German Methodist parochial; (4) 20 are reported as Unitarian parochial pupils.

It has occurred that schools reported in church yearbooks as parochial are reported by those in immediate charge as public schools, and so affect the census summary adversely as compared with the ecclesiastical summaries. Occasionally the parochial school seems really to have given way to a public school, but the proper explanation often appears to be that in a community essentially unanimous in religious faith there has been no objection to religious instruction, especially if attendance on the same has been optional and out of legal school hours, so that a distinctive parochial organization has not been maintained. Instances of public schools, called by some authorities parochial, have been reported from Connecticut, Pennsylvania, Ohio, Indiana, Illinois, Iowa, New Mexico, Texas, Georgia, and Florida. In the various states the same building is often used as a church and a public schoolhouse.

It seems safe to estimate that at least one-half of the children in the Lutheran parochial schools, besides many in Catholic schools, also attend public schools during the year. It is impossible in the present condition of school records in the country at large to determine on the one hand the loss by imperfect records, or on the other hand the undue gain by repeated enrollment.

The following extracts from letters dated in different states substantiate the statement of difficulty of classification, as well as to the freedom of local action, when the community is essentially unanimous:

* * *, March 20, 1891.

DEAR SIR:

The school about which you have been making inquiries is a public one, and is recorded as such in * * * the capital of the county.

It is mentioned in Hoffmann's and Sadlier's directories as a parochial school, which purpose it serves, as the rudiments of the Catholic faith are taught there outside the school hours.

There are on the rolls * * * children, taught by one female teacher, who is paid from the public fund. * * *

Yours, truly, * * *

* * *, March 16, 1891.

DEAR SIR:

The reason of my not giving you the information asked for in previous communications is that our school is a public school taught by Franciscan sisters, and I presumed you would get the desired information elsewhere.

The school is supported by public funds and private church funds, and is known as * * * district * * *.

Very truly, * * *.

* * *, May 28, 1891.

DEAR SIR:

In answer to your inquiries of May 12, 1891, as to the correctness of the classification of the schools at * * * and * * as parochial schools, I will say that the directories of Messrs. Hoffmann and Sadlier are correct in so far as these schools (except * * *) are under the direction and care of the Franciscan fathers.

But as these schools draw the school fund, and are free and open for children of every denomination and creed, and, furthermore, as the county superintendent of schools examines these teachers, visits and superintends these schools the same as any other public school under his control, I believe that they are and can be classified as public schools with equal propriety and fairness.

I remain, yours, respectfully, * * * .

* * * , March 11, 1891.

DEAR SIR:

Our school is a district school, but a Catholic district, since the whole settlement is Catholic. Therefore, by the permission of the Catholic directors, Catholic instruction also is given, besides the other branches that are taught in every public school. * * *

Very respectfully, * * * .

* * * , September 9, 1890.

DEAR SIR:

The inclosed * * * schools include 3 different buildings, 1 in * * * , which is owned by the church, but rented to the school board for a nominal sum ($1 a year); another is in * * * , which is public school property; the other * * * in * * * . These schools are taught by the sisters of * * * , who have teachers' certificates from the county superintendent, and comply in all respects with the school laws, and receive the monthly salary from the school board.

The school term is 6 months. After the public term is over the sisters teach a free school. The same course of instruction is continued, with the exception of half an hour's religious instruction to the Catholic children either at the opening or close of school. The Protestant children are not expected to attend the religious instruction.

This arrangement works very well. It relieves the Catholics of the great burden of supporting Catholic schools, since during the private term the children receive religious instruction, and the rights of the Protestant children, who are far in the minority, are not interfered with in the least. It is to be hoped that the more conservative and temperate of all Christians will come together and solve the problem of the "school question" by some arrangement in which our children will be taught the knowledge of God—that the heart will be trained as well as the mind. With * * * , and many other thinking minds in the church, I should much prefer to see the Protestant worship taught in the school where the majority were of that faith than no religion at all. Forced attendance of children not of that faith would be criminal.

Very respectfully, * * * .

* * * , March 17, 1891.

DEAR SIR:

We have in our school * * * sisters as teachers.

The school is under the management of the county and township officials; teachers' salary and expenses paid out of the public fund. Building and grounds are church property. On paper it may be considered a public school, but it is in fact a parochial school. All the citizens are Catholics.

Very respectfully, yours truly, * * * .

* * * , March 11, 1891.

DEAR SIR:

In reply to your inquiry of the 6th instant, I wish to state that the school for white children is taught by 1 male teacher and 3 * * * sisters; number of pupils, about 200; the school for colored children taught by 1 * * * sister; number of pupils, 35. The latter is at the same time a district school, i. e., paid by the same, the public school laws of the state being therein observed to the letter.

Very respectfully, * * * .

The number given for children in Lutheran parochial schools would be much greater if pains had not been taken to avoid duplication of those already counted in public schools, although it is probable that considerable duplication still remains. Many of the parochial schools are but for a few weeks of the year, and are really additions to the opportunities of the public school terms and not in conflict with them. The following extracts from Lutheran letters might be multiplied indefinitely:

(*a*) Pupils attend public schools 9 months of the year.

(*b*) The children go to common schools also.

(c) Our children are enrolled and attend to common school, so the congregations have between 4 and 6 weeks' school in each schoolhouse when there is no common school, and we then, as you see, instruct only in religion and reading in Norwegian language.

Of a parochial school of 22 weeks it was stated:

(*d*) All these children (309) attend the common district schools.

(*e*) Pupils attend the regular commou public school the rest of its term.

A school of 40 pupils depends on the public school for all branches except religion, reading, writing, and Bible history, reporting:

(*f*) This school is not in session when there is a public school.

The following information was on a report covering 3 Lutheran schools:

The schools are parochial in the forenoon and public in the afternoon.

Thousands of children that attend accessible public schools are gathered in parochial schools in the weeks when public schools are closed. The effect of the duplication, which influences the statistics of every state where parochial schools have a large enrollment, is probably greatest in Wisconsin, but it has a weight of especial consequence in those states from Pennsylvania to Kansas, and northward, in which there is a large per cent of population having a German or a Scandinavian origin.

The undetermined amount of duplication in adding public, private, and parochial enrollment for a total enrollment would be greatly increased if the catechetical classes doing only religious work without conflicting with other school attendance were also included.

For example, the German Presbyterians have a number of catechetical classes, called together on Saturdays or other days not occupied by the public schools, which are not included in the statement of parochial schools.

There are schools in many states in neighborhoods where some special religious faith is dominant and the patrons are content or even anxious to have this faith manifest in the schoolhouse. One observing especially the religious element will call a school parochial, while it may be officially a public school maintained by public funds under officers chosen by the patrons in their municipal capacity.

The Eleventh Census came in a period of peculiarly intense and sensitive feeling regarding religious instruction in public institutions. Marked manifestations of this feeling have attracted general attention, though some have considered them temporary and due to local causes.

Numerous special institutions are maintained for instruction in theology. Missionary and education societies in most of the great religious bodies look after the training of remote negro, Indian, and white children, contracting to give instruction for the state and utilizing appropriations from national and state treasuries with general readiness. When the question of religion in daily elementary instruction bears upon the citizen's own neighborhood, sharply defined differences of view develop, though some are indifferent to the religious question. Jews and many Christians look to the state for so-called secular instruction, and to the church to extend the religious training of home. The Hebrews have strong educational organizations in great cities, maintaining some technical schools, and to an extent requiring attendance at the public schools as a prerequisite for admission to the Jewish schools.

Part of their work has been interpreted by some as kindred to parochial schools. The following extract from the letter of a prominent Jewish authority, corroborated by similar letters from other cities, explains the attitude of the Jewish educational organizations:

* * *, May 1, 1891.

DEAR SIR:

* * * As to inquiries contained in your letter, I beg to state the following:

Our school hours do in no way conflict with attendance at the public schools, the sessions being held on Saturday and Sunday mornings for the instruction of the religious branches of our curriculum, and on Monday and Thursday afternoons, after the closing of the public schools, for the German branches. The attendance at the weekly sessions is not obligatory.

The first article of "Rules governing the religious school of the * * * congregation * * * * * * reads: "Pupils to be admitted must be over 8 years old, and able to read ordinary English".

Attendance at the public schools on the part of our pupils, and, for that matter, of the pupils of all the Jewish congregational schools here and throughout the country, is everywhere a conditio sine qua non. Statistical investigations would bear me out in the assertion that the lists of the public schools show a certain percentage of Israelite children who are attending public schools, but do not at the same time, or at least not regularly, attend to their religious schools, but not the opposite. It is a well known fact that the Israelites all over the world, wherever they enjoy the right, and opportunity is offered to them, do not need any urging or compulsion, but, as a rule, are always ready and anxious to procure for their children the advantage of public education. I may also add that statistical comparison would show a smaller percentage of illiteracy amongst the Israelites than amongst any other denomination.

Very respectfully,

* * *.

The Sunday school partly satisfies the demand for elementary religious training by the church, but very large numbers of Christian people regard it as inadequate. Some strong supporters of the common schools, demanding additional definite religious instruction, are content to have the children called together in confirmation classes, or brief parochial schools, at hours or on days or in weeks that will not interfere with attendance at public schools. Others desire to have religious instruction united with intellectual training and physical development in all school life. On this view are based permanent parochial schools, diocesan schools, synodical schools, and private schools under church auspices. Parochial schools, for the first time distinctively noted in the national census, now closely equal all other private schools, for which latter the religious idea is also the strongest motive.

The northwestern states were deeply agitated in the census year by the parochial school question, centering in Wisconsin, and national results are already manifest from the heated contest.

A decision of the supreme court of Wisconsin, published early in 1890, treated the King James version of the Bible as a sectarian book, and granted a mandamus against a district to discontinue its use. A Nevada decision had been adverse to the Catholic version. The sacred books of other faiths are liable to a like judgment. There is a movement to secure an amendment to the national constitution prohibiting appropriations of public money for sectarian uses.

The adherents of a form of faith often constitute whole districts, and their teachers, when of the same faith, conduct religious exercises in the school without offense to the patrons, greatly increasing the popular estimate of the strength of certain church organizations.

In illustration we may take the Mormons. The secretary of the church board of education made a detailed statement, showing 96 teachers and 5,092 pupils in the church schools—small numbers to those who have counted public schools, with 33,115 pupils of Mormon parentage and 583 Mormon teachers in Utah alone, as church schools. On a broader scale the same applies to schools known by other names. The school is permanent, its daily exercises

suit the present patrons, and when "Gentiles" or other dissenters from the dominant faith make a change in the patronage, religious exercises undergo more or less modification or are omitted.

In Utah the teachers are officially reported as Mormon and non-Mormon, and the pupils as of Mormon parents and non-Mormon parents. The Mormon teachers were nearly 7 to 1 of the non-Mormon, the children nearly 6 of Mormon parentage to 1 of non-Mormon parentage. Where whole communities are of one faith it is inevitable that a bias toward that faith will raise but little objection, if, in fact, it is not sought in the teacher. No board cares to hire a teacher to tear down the beliefs which its own members cherish.

The reports of the census year indicate that a constitutional amendment forbidding appropriations of public money to sectarian schools, combined with decisions that Bibles are sectarian books, would produce effects not yet measured. Enormous additions must be forthcoming from private sources in the relinquishment of public moneys if religious exercises are retained, or a change in numerous schools must be made if the public aid is continued, whether in the extremes of the country or at the seat of government.

It is not easy to fix an absolute line of distinction between parochial schools and those of a higher rank under denominational control. The Census Office has not classed as many in parochial schools of West Virginia as the state superintendent, although its total of private and parochial pupils indicates a difference of grouping rather than an omission. The report of the board of education of Massachusetts for 1891 includes convents, asylums, and academies among parochial schools. The religious bodies maintaining the schools generally make a distinction between their elementary schools maintained by congregations and those of more advanced character or with a wider basis of support, although some parochial schools are conducted in connection with convents or asylums.

In Iowa there are 15 Protestant Episcopal choir schools, in which 473 boys, of whom 12 are colored, and 54 girls, of whom 12 are colored, are taught music by 18 male and 10 female teachers. These are not included in the tables.

The ecclesiastical authorities of the great religious bodies which maintain parochial schools have been cordial and assiduous in their efforts to aid the Census Office, and they are to be ranked by the number of their schools and pupils rather than by any other order of precedence in the obligations of this office for their aid.

DENOMINATIONAL SCHOOLS OTHER THAN PAROCHIAL.

There is a difficulty in tabulating schools as denominational from their own returns. It frequently occurs that the general influences surrounding a school are strongly denominational, while yet the teacher is left to his own resources without any formal recognition as a sectarian. His report may be strictly true in representing the school as under the control of Baptists, Methodists, Presbyterians, or others, as the case may be, when he himself and the prominent supporters of his school are connected with the church named, while yet his school would not be reported in the official yearbook as a church school. There is a liability to error, therefore, in classifying a school as denominational that is simply a private school under charge of church members, and there is a related liability to err in misinterpreting the true relation of a school to which the denomination stands pledged. It is inevitable in present circumstances that two authorities examining the same series of returns from the schools will vary somewhat in the details of their classification by denominations, even as regards the higher institutions.

It was hoped that at least those denominations that maintain special educational boards would be able to make distinct and definite reports of their work, but it was left for the Church of Latter-day Saints, commonly known as Mormons, to take the lead in promptness of response and in clearness of those few details asked for by the Census Office. The secretary of the general board of education of that church made a report showing the conditions for each school by name and locality. These schools range from elementary to superior, and are mainly known under the name of "stake academies", "stake" being the term applied to a colony planted by the church. The elementary schools closely correspond to parochial schools, but all have been tabulated with private.

The following analysis was designed to enable any one to discover the strength of each denomination of the schools in the condensed columns marked "all others" in both the parochial school table and the combined denominational table. It does not correspond exactly to either.

In the parochial table (Table 18) the German Presbyterians are included among "all others"; in the combined denominational table they are included with other Presbyterian schools. The German Evangelicals are relatively strong with parochial schools and take a separate column, but in the combined denominational table (Table 17) they are included in "all others".

ANALYSIS OF COLUMNS "ALL OTHERS" IN DENOMINATIONAL AND PAROCHIAL SCHOOL TABLES.

SUMMARY.

CHURCHES.	STUDENTS AND PUPILS.						
	Aggregate.	White.			Colored.		
		Total.	Male.	Female	Total.	Male.	Female.
Total	57,804	55,500	30,055	25,445	2,304	1,152	1,152
Alaska, miscellaneous in.	878	23	13	10	a855	460	395
Christians and Disciples	8,182	8,112	4,262	3,850	70	44	26
Christian Reformed	1,344	1,344	689	655	.....	.....	.....
Church of God	552	552	222	330	.....	.....	.....
French Protestant	51	51	51	.....	.....	.....	.....
Friends	10,090	8,989	4,620	4,369	1,101	512	589
German Evangelical	16,390	16,389	8,566	7,823	1	.....	1
German Presbyterian	1,160	1,012	519	493	148	72	76
Græco-Russian Orthodox	28	28	28	.....	.....	.....	.....
Hebrews	1,092	1,092	739	353	.....	.....	.....
Latter-day Saints	5,092	5,092	2,803	2,289	.....	.....	.....
Mennonite	645	644	379	265	1	1	.....
Moravian	856	850	537	319	.....	.....	.....
Reformed Church in America.	1,138	1,137	812	325	1	1	.....
Reformed Church in the United States.	3,929	3,929	2,305	1,624	.....	.....	.....
Reformed Episcopal	261	147	79	68	114	51	63
Seventh-day Adventist	1,213	1,204	628	576	9	7	2
Shakers	7	7	7	.....	.....	.....	.....
Swedenborgian	104	104	57	47	.....	.....	.....
Unitarian	408	407	256	151	1	1	.....
United Brethren	2,883	2,883	1,628	1,255	.....	.....	.....
United German Evangelical Protestant.	170	170	77	93	.....	.....	.....
Universalist	1,331	1,328	778	550	3	3	.....

ALASKA, MISCELLANEOUS IN.

Total	878	23	13	10	a855	460	395

CHRISTIANS AND DISCIPLES OF CHRIST.

[Not in parochial table.]

STATES AND TERRITORIES.	STUDENTS AND PUPILS.						
	Aggregate.	White.			Colored.		
		Total.	Male.	Female	Total.	Male.	Female.
Total	8,182	8,112	4,262	3,850	70	44	26
California	305	305	158	147	.....	.....	.....
Florida	135	135	55	80	.....	.....	.....
Illinois	308	308	189	119	.....	.....	.....
Indiana	313	313	208	105	.....	.....	.....
Iowa	1,317	1,315	625	690	2	2	.....
Kansas	767	766	494	272	1	1	.....
Kentucky	1,206	1,206	669	537	.....	.....	.....
Mississippi	62	.....	.....	.....	62	36	26
Missouri	885	885	327	558	.....	.....	.....
Nebraska	232	232	105	127	.....	.....	.....
New York	186	186	115	71	.....	.....	.....
North Carolina	118	115	80	35	3	3	.....
Ohio	598	596	345	251	2	2	.....
Oregon	100	100	48	52	.....	.....	.....
Tennessee	493	493	278	215	.....	.....	.....
Texas	993	993	435	558	.....	.....	.....
West Virginia	164	164	131	33	.....	.....	.....

CHRISTIAN REFORMED.

Total	1,344	1,344	689	655	.....	.....	.....
Illinois, parochial	202	202	113	89	.....	.....	.....
Michigan, parochial	1,109	1,109	543	566	.....	.....	.....
Michigan, other	33	33	33	.....	.....	.....	.....

CHURCH OF GOD.

[Not in parochial table.]

STATES AND TERRITORIES.	STUDENTS AND PUPILS.						
	Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.
Total	552	552	222	330	.....	.....	.....
Ohio	441	441	164	277	.....	.....	.....
Pennsylvania	111	111	58	53	.....	.....	.....

FRENCH PROTESTANT.

[Not in parochial table.]

Massachusetts	51	51	51	.....	.....	.....	.....

FRIENDS.

[Not in parochial table.]

Total	10,090	8,989	4,620	4,369	1,101	512	589
Arkansas	189	.....	.....	.....	189	79	110
Delaware	270	270	158	112	.....	.....	.....
District of Columbia	158	158	102	56	.....	.....	.....
Indiana	1,194	1,165	588	577	29	15	14
Iowa	555	555	284	271	.....	.....	.....
Kansas	365	365	192	173	.....	.....	.....
Maine	118	118	59	59	.....	.....	.....
Maryland	448	448	231	217	.....	.....	.....
Massachusetts	44	44	10	34	.....	.....	.....
Michigan	90	90	47	43	.....	.....	.....
New Jersey	523	520	260	260	3	3	.....
New York	511	511	273	238	.....	.....	.....
North Carolina	362	276	161	115	86	44	42
Ohio	284	283	140	143	1	1	.....
Oregon	90	90	48	42	.....	.....	.....
Pennsylvania	4,070	3,507	1,761	1,746	563	257	306
Rhode Island	226	226	103	123	.....	.....	.....
Tennessee	465	235	129	106	230	113	117
Virginia	128	128	74	54	.....	.....	.....

GERMAN EVANGELICAL.

Total	16,390	16,389	8,566	7,823	1	.....	1
Illinois, parochial	4,245	4,245	2,156	2,089	.....	.....	.....
Illinois, other	406	406	346	60	.....	.....	.....
Indiana, parochial	784	784	389	395	.....	.....	.....
Iowa, parochial	903	903	467	436	.....	.....	.....
Kansas, parochial	159	159	74	85	.....	.....	.....
Kentucky, parochial	38	38	16	22	.....	.....	.....
Louisiana, parochial	219	219	144	75	.....	.....	.....
Michigan, parochial	636	636	320	316	.....	.....	.....
Minnesota, parochial	738	738	357	381	.....	.....	.....
Missouri, parochial	4,106	4,106	2,124	1,982	.....	.....	.....
Missouri, other	77	77	77	.....	.....	.....	.....
Nebraska, parochial	261	260	126	134	1	.....	1
Nebraska, other	7	7	7	.....	.....	.....	.....
New York, parochial	955	955	452	503	.....	.....	.....
North Dakota, parochial	23	23	12	11	.....	.....	.....
Ohio, parochial	617	617	316	301	.....	.....	.....
Oregon, other	70	70	43	27	.....	.....	.....
Pennsylvania, parochial	661	661	329	332	.....	.....	.....
Pennsylvania, other	191	191	147	44	.....	.....	.....
Texas, parochial	161	161	78	83	.....	.....	.....
Wisconsin, parochial	1,133	1,133	586	547	.....	.....	.....

ANALYSIS OF COLUMNS "ALL OTHERS" IN DENOMINATIONAL AND PAROCHIAL SCHOOL TABLES—Continued.

GERMAN PRESBYTERIAN.

[All in parochial table.]

STATES AND TERRITORIES.	STUDENTS AND PUPILS.						
	Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.
Total	1,160	1,012	519	493	148	72	76
Florida	85	.....	.....	.....	85	40	45
Georgia	63	.....	.....	.....	63	32	31
Illinois	71	71	35	36	.....	.....	.....
Iowa	168	168	89	79	.....	.....	.....
Louisiana	67	67	32	35	.....	.....	.....
Massachusetts	76	76	33	43	.....	.....	.....
Missouri	18	18	9	9	.....	.....	.....
Nebraska	78	78	40	38	.....	.....	.....
New Jersey	333	333	170	163	.....	.....	.....
New York	79	79	47	32	.....	.....	.....
Pennsylvania	98	98	50	48	.....	.....	.....
Wisconsin	24	24	14	10	.....	.....	.....

GRÆCO-RUSSIAN ORTHODOX.

[Not in parochial table.]

California	28	28	28	.....	.....	.....	.....

HEBREW.

[Not in parochial table.]

Total	1,092	1,092	739	353	.....	.....	.....
Louisiana	74	74	41	33	.....	.....	.....
New York	860	860	640	220	.....	.....	.....
Ohio	38	38	38	.....	.....	.....	.....
Pennsylvania	120	120	20	100	.....	.....	.....

LATTER-DAY SAINTS.

Total	5,092	5,092	2,803	2,289	.....	.....	.....
Arizona	113	113	59	54	.....	.....	.....
Idaho	696	696	333	363	.....	.....	.....
Utah	4,283	4,283	2,411	1,872	.....	.....	.....

MENNONITE.

Total	645	644	379	265	1	1	.....
Iowa, parochial	35	35	25	10	.....	.....	.....
Kansas, parochial	469	468	264	204	1	1	.....
Kansas, other	35	35	29	6	.....	.....	.....
Nebraska, parochial	45	45	27	18	.....	.....	.....
South Dakota, parochial	61	61	34	27	.....	.....	.....

MORAVIAN.

Total	856	856	537	319	.....	.....	.....
Minnesota, parochial	46	46	18	28	.....	.....	.....
North Carolina, parochial	50	50	50	.....	.....	.....	.....
North Carolina, other	280	280	280	.....	.....	.....	.....
Pennsylvania, other	480	480	189	291	.....	.....	.....

REFORMED CHURCH IN AMERICA.

Total	1,138	1,137	812	325	1	1	.....
Illinois, parochial	38	38	16	22	.....	.....	.....
Iowa, other	48	48	39	9	.....	.....	.....
Michigan, other	293	293	165	128	.....	.....	.....
New Jersey, parochial	253	253	147	106	.....	.....	.....
New Jersey, other	366	365	360	5	1	1	.....
New York, parochial	50	50	25	25	.....	.....	.....
New York, other	90	90	60	30	.....	.....	.....

REFORMED CHURCH IN THE UNITED STATES.

STATES AND TERRITORIES.	STUDENTS AND PUPILS.						
	Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.
Total	3,929	3,929	2,305	1,624	.....	.....	.....
Illinois, parochial	229	229	118	111	.....	.....	.....
Indiana, parochial	256	256	120	136	.....	.....	.....
Iowa, parochial	116	116	56	60	.....	.....	.....
Kansas, other	62	62	37	25	.....	.....	.....
Michigan, parochial	73	73	29	44	.....	.....	.....
Minnesota, parochial	109	109	55	54	.....	.....	.....
Missouri, parochial	68	68	39	29	.....	.....	.....
Nebraska, parochial	213	213	87	126	.....	.....	.....
New Jersey, parochial	30	30	10	20	.....	.....	.....
New York, parochial	148	148	71	77	.....	.....	.....
New York, other	30	30	15	15	.....	.....	.....
North Carolina, other	148	148	89	59	.....	.....	.....
Ohio, other	490	490	359	131	.....	.....	.....
Oregon, parochial	51	51	29	22	.....	.....	.....
Oregon, other	18	18	12	6	.....	.....	.....
Pennsylvania, parochial	306	306	161	145	.....	.....	.....
Pennsylvania, other	903	903	622	281	.....	.....	.....
Tennessee, parochial	26	26	12	14	.....	.....	.....
Wisconsin, parochial	565	565	296	269	.....	.....	.....
Wisconsin, other	88	88	88	.....	.....	.....	.....

REFORMED EPISCOPAL.

Total	261	147	79	68	114	51	63
Pennsylvania, parochial	61	61	23	38	.....	.....	.....
Pennsylvania, other	20	16	16	.....	4	4	.....
South Carolina, parochial	180	70	40	30	110	47	63

SEVENTH-DAY ADVENTIST.

[Not in parochial table.]

Total	1,213	1,204	628	576	9	7	2
California	175	173	88	85	2	2	.....
Massachusetts	105	104	45	59	1	1	.....
Michigan	563	557	312	245	6	4	2
Oregon	370	370	183	187	.....	.....	.....

SHAKERS.

[Not in parochial table.]

Massachusetts	7	7	7	.....	.....	.....	.....

SWEDENBORGIAN.

[Not in parochial table.]

Total	104	104	57	47	.....	.....	.....
Massachusetts	6	6	6	.....	.....	.....	.....
Ohio	46	46	20	26	.....	.....	.....
Pennsylvania	52	52	31	21	.....	.....	.....

UNITARIAN.

[Not in parochial table.]

Total	408	407	256	151	1	1	.....
Alabama	53	53	53	.....	.....	.....	.....
Massachusetts	80	80	53	27	.....	.....	.....
Missouri	40	40	25	15	.....	.....	.....
New Hampshire	53	53	23	30	.....	.....	.....
Ohio	146	145	68	77	1	1	.....
Pennsylvania	36	36	34	2	.....	.....	.....

ANALYSIS OF COLUMNS "ALL OTHERS" IN DENOMINATIONAL AND PAROCHIAL SCHOOL TABLES—Continued.

UNITED BRETHREN.

[Not in parochial table.]

STATES AND TERRITORIES.	STUDENTS AND PUPILS.						
	Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.
Total	2,883	2,883	1,628	1,255	.....	.....	.....
California	82	82	40	42	.....	.....	.....
Illinois	197	197	109	88	.....	.....	.....
Indiana	227	227	132	95	.....	.....	.....
Iowa	375	375	200	175	.....	.....	.....
Kansas	333	333	170	163	.....	.....	.....
Missouri	190	190	120	70	.....	.....	.....
Nebraska	125	125	80	45	.....	.....	.....
Ohio	380	380	231	149	.....	.....	.....
Oregon	43	43	18	25	.....	.....	.....
Pennsylvania	449	449	255	194	.....	.....	.....
Tennessee	163	163	81	82	.....	.....	.....
Virginia	122	122	78	44	.....	.....	.....
Washington	86	86	46	40	.....	.....	.....
West Virginia	111	111	68	43	.....	.....	.....

UNITED GERMAN EVANGELICAL PROTESTANT.

STATES AND TERRITORIES.	STUDENTS AND PUPILS.						
	Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.
Pennsylvania, parochial	170	170	77	93	.....	.....	.....

UNIVERSALIST.

[Not in parochial table.]

Total	1,331	1,328	778	550	3	3	.....
Illinois	128	126	73	53	2	2	.....
Maine	140	140	68	72	.....	.....	.....
Massachusetts	287	287	203	84	.....	.....	.....
New York	317	317	166	151	.....	.....	.....
Ohio	258	257	154	103	1	1	.....
Vermont	201	201	114	87	.....	.....	.....

EVENING OR NIGHT SCHOOLS.

Many cities maintain schools from 7 to 9 o'clock p. m. for from 30 to 90 or more sessions between November and May, presumably for those deprived of the benefit of ordinary schools by age or occupation.

The tone of reports on these evening or night schools is more of faith in their future possibilities than of confidence in their present usefulness. Meager numbers, irregular attendance, difficulty of discipline, exhaustion of both pupils and teachers by the employments of the day, damage to day schools by a loss of power in those who teach in night schools as well as day schools, are general comments relieved by some statements of excellent results.

A somewhat common experience is a zealous fall opening, a good degree of interest to the Christmas holidays, then a break in the attendance and interest, followed by a more or less protracted struggle against decline till it is decided that the schools had better be closed.

On account of trouble between the owners and the workmen in a manufacturing town of New Jersey the boys usually employed were sent to day schools and the night schools were closed. A very brief term of daily tuition as usually organized would equal any but exceptional annual work in night schools in any part of the country.

This is not the place for discussing what has been termed the unsolved problem of evening schools, but it is proper to emphasize that enrollment in evening schools should not be combined with day school enrollment as of like value. Some public school reports have reached the Census Office that combined the night and day enrollments without distinguishing them. The office has used no report in this form where the union was recognized, but some cases may still remain undetected.

Statistics of night schools have a value, but they ought not to lose their identity in any summary.

The available reports for public night schools justify the following statement, as approximately indicating the enrollment in the states named:

APPROXIMATE ENROLLMENT IN PUBLIC EVENING SCHOOLS FOR CENSUS YEAR.

	ENROLLMENT.
The United States	163,509
North Atlantic division	127,399
Maine	1,000
New Hampshire	1,200
Vermont	200
Massachusetts (*a*)	24,820
Rhode Island (*a*)	7,623
Connecticut (*a*)	2,883
New York	55,000
New Jersey (*a*)	6,673
Pennsylvania	28,000
South Atlantic division	3,510
Delaware	250
District of Columbia (*a*)	2,510
Virginia	550
South Carolina	200
North Central division	26,800
Ohio	2,700
Illinois	10,000
Michigan	1,100
Wisconsin	3,000
Minnesota	5,500
Iowa	1,000
Missouri	2,200
Nebraska	1,300
South Central division	1,400
Kentucky	1,400
Western division	4,400
Colorado	200
Oregon	200
California	4,000

a Figures from official reports.

Men and boys largely predominate over women and girls in the enrollment.

There are some thousands to be added for evening schools maintained by benevolent associations, but in popular reports the boundary lines between a definitely organized school and a reading room are very poorly defined. There are also institutions conducted day and evening without separate evening organization. Such are many commercial schools. Some so-called evening schools, made conspicuous by public letter writers, prove on searching inquiry to be no more than literary associations. A number of professional schools at the national capital have their sessions in the evening, though not reporting themselves distinctively as evening schools.

COMMERCIAL SCHOOLS AND BUSINESS COLLEGES.

The commercial schools and business colleges can not be readily separated into superior, secondary, and elementary schools, and are shown in a special column. There are a few universities with professorships of finance, and the professors of political economy touch upon commerce and business. For the most part, this work is so involved with other work of the institutions that the students do not form distinct schools. There are persons assuming the name of "college" that have no charter and no standing beyond credit for a month's rent, while they wait in rooms for possible day or night students in writing and arithmetic. Between these extremes are schools whose work is transient, others that are maintained regularly under charters with stable organization. Much of the work covered under the name of "business college" is of a very elementary character, involving nothing higher than some special applications of arithmetic, and this is true of some public business high schools of recent organization. The endowment of schools of finance at the universities opens the way for a higher and clearer adjustment of terms lately much abused.

SCHOOLS AND SCHOOLHOUSES.

The number of schools in the United States will depend upon the significance attached to the term school. In some parts of the country a group of departments in one building is called a school, and the term sometimes covers some adjacent building considered as a branch; elsewhere every group of pupils under a teacher who keeps a separate register is counted as a school; under the latter custom there may be many schools in one large building. The number of schoolhouses is but a general indication of educational facilities, since a few large houses in a dense population may provide for vast numbers compared with a like number of houses in a sparse population.

The imperfections of records affect the table for schoolhouses.

For Vermont the number in the table is that of the schools. It is plain that in this state the variation between the number of schools as there counted and the number of houses can not be great, since there are 2,276 districts in the state, and an addition of 207 schools for districts containing more than one school would suffice to make 2,483 the number of schools reported.

In Massachusetts the error would be large if the number of schools reported, 7,147, were taken for the number of schoolhouses. It is evident that the rooms in one house are to a greater or less extent counted as separate schools. The state census of 1885 gave 3,439 public school buildings, besides 31 other buildings used for public schools. It is apparent that part of these 31 were academies under contract for giving instruction to public school pupils. There is known to be a small annual increase in the number of public school houses, so that in the absence of exact information the number 4,000 is estimated for public school houses in the census year.

In general, at the south almost any building erected for public or semipublic purposes is liable to be utilized for a school. A new organization thus comes into certain school reports, since schools are held in Alliance houses in the Gulf states.

In Georgia and Florida the number of schools is likely to approximate the number of buildings used for schools, since the rural conditions so predominate that each school more frequently has one house than in regions where there is a larger urban population. No close estimate is practicable for the number of buildings that are public property.

In Kentucky there is a careful distinction of public and rented buildings and churches used as schoolhouses. There are 72 rented buildings and 197 churches, of which 140 are for the colored people.

In Alabama, Mississippi, and Louisiana a series of departments in one building counts as a school, so that the number of schools should closely approximate the number of buildings used. In Alabama there are but 13 independent districts reported, some of which group the children of each race in single buildings, so that the general conditions are one school to one building. In Mississippi 360 schoolhouses were built in the year. In Texas there are 128 independent districts, reported owning 227 schoolhouses, and renting 72 not classified by color, but known to be often arranged to give at least one separate school to colored people in each district.

The city of St. Louis, Missouri, may be cited as an instance where schools are not identical in number with either buildings or rooms. There were reported in the city system (1891) 79 schools, occupying 111 buildings, containing 970 schoolrooms.

The superintendent of public instruction of Pennsylvania reports 2,607 schools in Philadelphia, equaling the number of teachers. The report of the board of public education of Philadelphia shows 211 school buildings owned besides an unmentioned number rented.

In Utah there were comparatively few instances where more than one school could have been in one house, even Salt Lake city having been organized in 21 distinct districts, though now consolidated.

Of the 5,937 schoolhouses reported in Nebraska, 792 are sod houses, in whose behalf one county superintendent says that many districts prefer to build a sod house that may last three or four years to bonding the districts, and that the best two reports of daily attendance in his county were from sod houses. Another says: "In defense of the 'old sod house' allow me to say that no other kind of building is more comfortable or safe when the blizzard howls and the steady cold of winter has settled down".

With these explanations the table is submitted as an approximation to the number of public school houses in the United States.

APPROXIMATE NUMBER OF PUBLIC SCHOOL HOUSES IN THE UNITED STATES FOR THE CENSUS YEAR.

The United States		219,992
North Atlantic division		42,949
Maine		4,354
New Hampshire		2,078
Vermont (*a*)		2,483
Massachusetts (*b*)		4,000
Rhode Island		482
Connecticut		1,643
New York		12,022
New Jersey		1,673
Pennsylvania		14,214
South Atlantic division		32,142
Delaware		452
White	367	
Colored	85	
Maryland		2,167
White	1,704	
Colored	463	
District of Columbia		96
White	74	
Colored	22	
Virginia (*c*)		6,408
White	4,568	
Colored	1,840	
West Virginia (*c*)		4,814
White	4,654	
Colored	160	
North Carolina		5,793
White	3,973	
Colored	1,820	
South Carolina		3,264
Georgia (*a*)		6,815
White	4,529	
Colored	2,286	
Florida (*a*)		2,333
White	1,746	
Colored	587	
North Central division		97,166
Ohio		12,813
Indiana		9,907
Illinois		12,252
Michigan		7,531
Wisconsin		6,476
Minnesota		5,864
Iowa		12,997
Missouri (*a*)		9,712
North Dakota		1,480
South Dakota		3,153
Nebraska		5,937
Kansas		9,044
South Central divison		38,962
Kentucky		7,470
White	6,514	
Colored	956	
Tennessee		6,048
Alabama (*a*)		6,332
White	4,147	
Colored	2,185	
Mississippi (*a*)		5,899
White	3,430	
Colored	2,469	
Louisiana (*a*)		2,276
White	1,535	
Colored	741	
Texas		8,324
Oklahoma (*d*)		21
Arkansas		2,592
Western division		8,773
Montana		355
Wyoming (*c*)		150
Colorado		1,190
New Mexico		130
Arizona (*a*)		219
Utah (*a*)		501
Nevada		151
Idaho		315
Alaska		16
Washington		1,126
Oregon		1,499
California		3,121

a Number of schools.
b Last exact report 3,439, state census of 1885.
c Approximate.
d Greer county only.

STATISTICS OF ENROLLMENT IN PUBLIC AND PRIVATE INSTITUTIONS,

EXCLUSIVE (FOR RECENT DECADES) OF SPECIAL CLASSES, REFORMATORY, CHARITABLE, AND INDIAN SCHOOLS.

Tables 1, 2, 3, 4, and 5, following, are summaries from previous census reports beginning with 1840, the first year for which census reports were made for schools. Any attempt to compare them will be limited by the difference in conditions and the use of terms at different dates and the want of reports for 1880 for any but public common schools. The tables beginning with Table 6 give the facts as gathered for schools under various groupings for the Eleventh Census, including public common schools by counties, which were not shown in the report for 1880, and parochial schools not separately tabulated for the reports of previous censuses.

At the end is a summary of the receipts and expenditures of the public schools of the country maintained under local authority but not including the special accounts of state universities and professional schools. This summary was prepared by Mr. J. K. Upton, special agent in charge of the work on wealth, debt, and taxation.

TABLE 1.—STATISTICS OF SCHOOLS, CENSUS OF 1840: ENROLLMENT IN UNIVERSITIES AND COLLEGES, ACADEMIES AND GRAMMAR SCHOOLS, AND PRIMARY AND COMMON SCHOOLS.

STATES AND TERRITORIES.	Total.	Universities and colleges. (Students.)	Academies and grammar schools. (Scholars.)	Primary and common schools (Scholars.)
The United States	2,025,656	16,233	164,159	1,845,264
North Atlantic division	1,413,231	6,619	97,376	1,309,236
Maine	173,220	266	8,477	164,477
New Hampshire	89,864	433	5,799	83,632
Vermont	87,163	233	4,113	82,817
Massachusetts	177,792	769	16,746	160,277
Rhode Island	21,343	324	3,664	17,355
Connecticut	71,436	832	4,865	65,739
New York	538,367	1,285	34,715	502,367
New Jersey	56,053	443	3,027	52,583
Pennsylvania	197,993	2,034	15,970	179,989
South Atlantic division	141,884	3,105	34,748	104,031
Delaware	7,711	23	764	6,924
Maryland	21,973	813	4,178	16,982
District of Columbia	2,464	224	1,389	851
Virginia	47,511	1,097	11,083	35,331
North Carolina	19,493	158	4,398	14,937
South Carolina	17,014	168	4,326	12,520
Georgia	24,061	622	7,878	15,561
Florida	1,657	.....	732	925
North Central division	366,327	3,003	11,724	351,600
Ohio	224,636	1,717	4,310	218,609
Indiana	51,457	322	2,946	48,189
Illinois	37,154	311	1,967	34,876
Michigan	30,344	158	485	29,701
Wisconsin	2,002	.....	65	1,937
Iowa	1,525	.....	25	1,500
Missouri	19,209	495	1,926	16,788
South Central division	104,214	3,506	20,311	80,397
Kentucky	30,966	1,419	4,906	24,641
Tennessee	31,121	492	5,539	25,090
Alabama	21,413	152	5,018	16,243
Mississippi	11,243	454	2,553	8,236
Louisiana	6,557	989	1,995	3,573
Arkansas	2,914	.....	300	2,614

TABLE 2.—STATISTICS OF SCHOOLS, CENSUS OF 1850: ENROLLMENT IN COLLEGES, ACADEMIES AND OTHER SCHOOLS, AND PUBLIC SCHOOLS.

STATES AND TERRITORIES.	Total.	Colleges. (Students.)	Academies and other schools. (Scholars.)	Public schools. (Scholars.)
The United States	3,642,694	27,159	261,362	3,354,173
North Atlantic division	1,932,086	9,379	122,786	1,799,921
Maine	199,745	282	6,648	192,815
New Hampshire	81,237	273	5,321	75,643
Vermont	100,785	464	6,864	93,457
Massachusetts	190,292	1,043	12,774	176,475
Rhode Island	24,881	150	1,601	23,130
Connecticut	79,003	738	6,996	71,269
New York	727,150	2,673	49,262	675,221
New Jersey	88,244	470	9,569	78,205
Pennsylvania	440,743	3,286	23,751	413,706
South Atlantic division	323,415	5,465	49,603	268,347
Delaware	11,125	144	2,011	8,970
Maryland	44,923	992	10,677	33,254
District of Columbia	4,720	218	2,333	2,169
Virginia	77,764	1,343	8,983	67,438
North Carolina	112,430	513	7,822	104,095
South Carolina	26,025	720	7,467	17,838
Georgia	43,299	1,535	9,059	32,705
Florida	3,129	.....	1,251	1,878
North Central division	1,068,359	6,624	39,650	1,022,085
Ohio	502,826	3,621	15,052	484,153
Indiana	168,754	1,069	6,185	161,500
Illinois	130,411	442	4,179	125,790
Michigan	112,382	308	1,619	110,455
Wisconsin	61,615	75	2,723	58,817
Minnesota	12	.....	12	.....
Iowa	30,767	100	1,051	29,616
Missouri	61,592	1,009	8,829	51,754
South Central division	317,653	5,691	48,271	263,691
Kentucky	86,014	1,873	12,712	71,429
Tennessee	114,773	1,605	9,517	103,651
Alabama	37,237	567	8,290	28,380
Mississippi	26,236	862	6,628	18,746
Louisiana	30,843	469	5,328	25,046
Texas	11,500	165	3,389	7,946
Arkansas	11,050	150	2,407	8,493
Western division	1,181	.....	1,052	129
New Mexico	40	.....	40	.....
Utah	.....	.....	.....	.....
Oregon	922	.....	842	80
California	219	.....	170	49

TABLE 3.—STATISTICS OF SCHOOLS, CENSUS OF 1860: ENROLLMENT IN COLLEGES, ACADEMIES AND OTHER SCHOOLS, AND PUBLIC SCHOOLS.

STATES AND TERRITORIES.	Total.	Colleges. (Students.)	Academies and other schools. Scholars.)	Public schools. (Scholars.)
The United States	5,477,037	56,120	465,023	4,955,894
North Atlantic division	2,223,459	10,779	186,540	2,026,140
Maine	195,327	337	8,273	186,717
New Hampshire	82,373	390	11,444	70,539
Vermont	88,928	173	7,851	80,904
Massachusetts	222,708	1,733	14,001	206,974
Rhode Island	28,909	212	3,127	25,570
Connecticut	92,182	903	8,749	82,530
New York	786,818	2,970	86,565	697,283
New Jersey	123,987	775	12,892	110,320
Pennsylvania	602,227	3,286	33,638	565,303
South Atlantic division	391,504	10,291	61,632	319,581
Delaware	13,783	90	1,957	11,736
Maryland	41,589	628	4,745	36,216
District of Columbia	7,568	523	4,719	2,326
Virginia	101,471	2,824	13,204	85,443
North Carolina	119,734	1,540	13,169	105,025
South Carolina	30,377	1,384	8,277	20,716
Georgia	70,464	3,302	11,075	56,087
Florida	6,518	.....	4,486	2,032
North Central division	2,256,166	21,345	137,736	2,097,085
Ohio	651,661	7,077	54,035	590,549
Indiana	318,520	2,460	22,971	293,089
Illinois	449,124	2,901	13,205	433,018
Michigan	212,705	1,631	9,683	201,391
Wisconsin	209,998	1,291	10,031	198,676
Minnesota	33,054	366	1,605	31,083
Iowa	171,770	1,233	4,949	165,588
Missouri	200,289	4,291	20,143	175,855
Nebraska	3,133	.....	55	3,078
Kansas	5,912	95	1,059	4,758
South Central division	559,665	12,564	73,747	473,354
Kentucky	176,240	2,485	17,597	156,158
Tennessee	157,534	2,932	15,793	138,809
Alabama	74,649	2,120	10,778	61,751
Mississippi	39,800	856	7,974	30,970
Louisiana	44,617	1,530	11,274	31,813
Texas	42,943	2,416	5,916	34,611
Arkansas	23,882	225	4,415	19,242
Western division	46,243	1,141	5,368	39,734
New Mexico	597	170	192	235
Utah	5,695	.....	210	5,485
Washington	1,038	.....	159	879
Oregon	10,259	447	1,654	8,158
California	28,654	524	3,153	24,977

TABLE 4.—STATISTICS OF SCHOOLS, CENSUS OF 1870: ENROLLMENT OF STUDENTS AND PUPILS NOT PUBLIC AND PUBLIC.

STATES AND TERRITORIES.	ALL CLASSES.			NOT PUBLIC.						PUBLIC.		
				Classical, professional, and technical.			Other.					
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
The United States	7,210,420	3,622,478	3,587,942	255,672	149,292	106,380	726,688	353,134	373,554	6,228,060	3,120,052	3,108,008
North Atlantic division	2,494,694	1,213,264	1,281,430	90,445	55,784	34,661	237,145	111,987	125,158	2,167,104	1,045,493	1,121,611
Maine	162,636	77,992	84,644	5,691	3,208	2,483	4,180	1,391	2,789	152,765	73,393	79,372
New Hampshire	64,677	33,123	31,554	3,344	1,808	1,536	1,925	1,040	885	59,408	30,275	29,133
Vermont	62,913	31,295	31,618	4,196	2,252	1,944	6,650	3,171	3,479	52,067	25,872	26,195
Massachusetts	269,337	134,777	134,560	7,042	5,264	2,678	19,250	7,941	11,309	242,145	121,572	120,573
Rhode Island	32,596	15,491	17,105	1,198	984	214	4,148	1,771	2,377	27,250	12,736	14,514
Connecticut	98,621	51,307	47,314	1,341	1,203	138	8,831	4,548	4,283	88,449	45,556	42,893
New York	862,251	373,505	488,746	a43,957	a25,385	18,572	99,113	45,747	53,366	719,181	302,373	416,808
New Jersey	129,800	67,751	62,049	1,571	1,359	212	48,124	26,629	21,495	80,105	39,763	40,342
Pennsylvania	811,863	428,023	383,840	21,205	14,321	6,884	44,924	19,749	25,175	745,734	393,953	351,781
South Atlantic division	495,710	251,028	244,682	37,092	22,213	14,879	142,626	69,487	73,139	315,992	159,328	156,664
Delaware	19,575	9,093	10,482	859	480	379	1,881	919	962	16,835	7,694	9,141
Maryland	107,637	56,053	51,584	b6,816	b4,969	1,847	17,595	8,157	9,438	83,226	42,927	40,299
District of Columbia	19,503	10,142	9,361	1,814	1,488	326	6,507	3,144	3,363	11,182	5,510	5,672
Virginia	60,019	30,878	29,141	6,861	4,423	2,438	44,458	22,180	22,278	8,700	4,275	4,425
West Virginia	104,949	55,238	49,711	1,672	794	878	1,784	857	927	101,493	53,587	47,906
North Carolina	64,958	32,664	32,294	6,712	3,659	3,053	16,384	7,726	8,608	41,912	21,279	20,633
South Carolina	38,249	17,397	20,852	2,120	1,326	794	4,767	2,389	2,378	31,362	13,682	17,680
Georgia	66,150	32,775	33,375	9,658	4,756	4,902	45,342	22,319	23,023	11,150	5,700	5,450
Florida	14,670	6,788	7,882	580	318	262	3,958	1,796	2,162	10,132	4,674	5,458
North Central division	3,407,696	1,740,851	1,666,845	71,668	40,753	30,915	176,851	85,909	90,942	3,159,177	1,614,189	1,544,988
Ohio	790,795	419,501	371,294	21,093	12,696	8,397	32,009	17,873	14,136	737,693	389,022	348,671
Indiana	464,477	237,664	226,813	8,337	4,936	3,401	10,064	4,539	5,525	446,076	228,189	217,887
Illinois	767,775	389,955	377,820	11,755	7,255	4,500	78,397	39,255	39,142	677,623	343,445	334,178
Michigan	266,627	128,949	137,678	5,480	2,327	3,153	6,319	2,638	3,681	254,828	123,984	130,844
Wisconsin	344,014	176,541	167,473	3,600	2,312	1,288	3,406	1,279	2,127	337,008	172,950	164,058
Minnesota	107,266	55,166	52,100	793	565	228	3,065	1,430	1,635	103,408	53,171	50,237
Iowa	217,654	105,665	111,989	6,453	3,421	3,032	5,278	1,936	3,342	205,923	100,308	105,615
Missouri	370,337	186,641	183,696	12,820	6,594	6,226	37,204	16,465	20,739	320,313	163,582	156,731
Dakota	1,255	694	561	.....	.....	.....	32	15	17	1,223	679	544
Nebraska	17,614	9,492	8,122	156	77	79	406	188	218	17,052	9,227	7,825
Kansas	59,882	30,493	29,389	1,181	570	611	671	291	380	58,030	29,632	28,398
South Central division	655,060	335,766	319,294	49,335	25,900	23,435	139,375	71,876	67,499	466,350	237,990	228,360
Kentucky	245,139	125,734	119,405	15,542	8,706	6,836	11,357	5,226	6,131	218,240	111,802	106,438
Tennessee	125,831	65,979	59,852	19,669	10,188	9,481	23,192	12,191	11,001	82,970	43,600	39,370
Alabama	75,866	37,223	38,643	4,218	1,799	2,419	4,385	2,034	2,351	67,263	33,390	33,873
Mississippi	43,451	22,793	20,658	1,461	534	927	41,990	22,259	19,731	.....	.....	.....
Louisiana	60,171	29,854	30,317	5,192	2,864	2,328	29,147	14,895	14,252	25,832	12,095	13,737
Texas	23,076	12,244	10,832	800	554	246	22,276	11,690	10,586	.....	.....	.....
Arkansas	81,526	41,939	39,587	2,453	1,255	1,198	7,028	3,581	3,447	72,045	37,103	34,942
Western division	157,260	81,569	75,691	7,132	4,642	2,490	30,691	13,875	16,816	119,437	63,052	56,385
Montana	1,745	1,027	718	50	10	40	151	52	99	1,544	965	579
Wyoming	305	190	115	.....	.....	.....	130	90	40	175	100	75
Colorado	5,033	2,755	2,278	120	.....	120	396	203	193	4,517	2,552	1,965
New Mexico	1,798	1,014	784	486	251	235	1,124	679	445	188	84	104
Arizona	132	72	60	.....	.....	.....	132	72	60	.....	.....	.....
Utah	21,067	9,844	11,223	120	70	50	20,947	9,774	11,173	.....	.....	.....
Nevada	2,373	1,279	1,094	.....	.....	.....	517	214	303	1,856	1,065	791
Idaho	1,208	602	606	.....	.....	.....	160	75	85	1,048	527	521
Washington	5,499	2,816	2,683	260	169	91	479	191	288	4,760	2,456	2,304
Oregon	32,593	16,753	15,840	1,745	1,002	743	1,026	220	806	29,822	15,531	14,291
California	85,507	45,217	40,290	4,351	3,140	1,211	5,629	2,305	3,324	75,527	39,772	35,755

a Includes 229 pupils in Military Academy at West Point.

b Includes 253 pupils in Naval Academy at Annapolis.

TABLE 5.—STATISTICS OF SCHOOLS, CENSUS OF 1880: NUMBER OF PUPILS ATTENDING PUBLIC COMMON SCHOOLS.

STATES AND TERRITORIES.	Whole number.	WHITE.			COLORED.		
		Total.	Male.	Female.	Total.	Male.	Female.
The United States	9,951,608	9,095,485	4,690,093	4,405,392	856,123	433,414	422,709
North Atlantic division	2,949,904	2,927,348	1,486,145	1,441,203	22,556	11,256	11,300
Maine	150,811	150,758	73,522	77,236	53	25	28
New Hampshire	64,670	64,660	33,517	31,143	10	4	6
Vermont	73,237	73,159	37,255	35,904	78	45	33
Massachusetts	316,630	316,193	156,922	159,271	437	211	226
Rhode Island	42,489	42,454	21,465	20,989	35	16	19
Connecticut	118,589	118,232	61,586	56,646	357	164	193
New York	1,027,938	1,022,154	516,838	505,316	5,784	2,963	2,821
New Jersey	205,240	201,463	99,961	101,502	3,777	1,895	1,882
Pennsylvania	950,300	938,275	485,079	453,196	12,025	5,933	6,092
South Atlantic division	1,239,053	859,510	453,475	406,035	379,543	191,119	188,424
Delaware	26,412	24,178	12,839	11,339	2,234	1,296	938
Maryland	149,981	123,448	63,708	59,740	26,533	13,521	13,012
District of Columbia	26,439	18,472	9,200	9,272	7,967	3,599	4,368
Virginia	220,733	152,455	78,757	73,698	68,278	34,270	34,008
West Virginia	143,796	139,690	75,484	64,206	4,106	2,169	1,937
North Carolina	256,422	161,262	87,051	74,211	95,160	47,725	47,435
South Carolina	134,842	61,832	32,179	29,653	73,010	37,460	35,550
Georgia	237,124	150,501	80,615	69,886	86,623	43,301	43,322
Florida	43,304	27,672	13,642	14,030	15,632	7,778	7,854
North Central division	4,089,585	4,030,557	2,085,956	1,944,601	59,028	29,251	29,777
Ohio	752,442	740,713	389,086	351,627	11,729	5,907	5,822
Indiana	512,201	504,231	266,077	238,154	7,970	4,009	3,961
Illinois	704,041	698,561	360,087	338,474	5,480	2,652	2,828
Michigan	362,459	360,822	180,286	180,536	1,637	850	787
Wisconsin	299,514	299,023	155,422	143,601	491	252	239
Minnesota	186,544	186,515	93,470	93,045	29	14	15
Iowa	425,665	425,160	216,558	208,602	505	242	263
Missouri	486,002	461,956	240,565	221,391	24,046	11,770	12,276
Dakota	13,718	13,677	7,016	6,661	41	16	25
Nebraska	100,871	100,661	52,847	47,814	210	110	100
Kansas	246,128	239,238	124,542	114,696	6,890	3,429	3,461
South Central division	1,374,035	980,338	511,726	468,612	393,697	201,151	192,546
Kentucky	292,427	263,507	135,928	127,579	28,920	14,640	14,280
Tennessee	291,500	230,130	119,293	110,837	61,370	30,883	30,487
Alabama	187,550	111,889	60,660	51,229	75,661	40,416	35,245
Mississippi	237,065	115,463	59,749	55,714	121,602	60,515	61,087
Louisiana	81,012	46,370	24,316	22,054	34,642	17,574	17,068
Texas	176,245	131,616	68,627	62,989	44,629	23,697	20,932
Arkansas	108,236	81,363	43,153	38,210	26,873	13,426	13,447
Western division	299,031	297,732	152,791	144,941	1,299	637	662
Montana	4,667	4,621	2,386	2,235	46	19	27
Wyoming	2,907	2,901	1,518	1,383	6	3	3
Colorado	28,252	27,997	13,926	14,071	255	109	146
New Mexico	4,755	4,755	2,484	2,271	.....	.....	.....
Arizona	4,212	4,212	2,104	2,108	.....	.....	.....
Utah	25,792	25,782	13,569	12,213	10	2	8
Nevada	8,918	8,901	4,526	4,375	17	8	9
Idaho	5,834	5,830	3,028	2,802	4	2	2
Washington	14,780	14,644	7,210	7,434	136	71	65
Oregon	37,437	37,430	19,353	18,077	7	3	4
California	161,477	160,659	82,687	77,972	818	420	398

TABLE 6.—SUMMARY OF SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC, PRIVATE, AND PAROCHIAL, BY STATES AND TERRITORIES

[As derived from the reports of schools.]

STATES AND TERRITORIES.	TEACHERS.							PUPILS.						
	Aggregate.	White. (a)			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The United States	422,929	397,715	137,656	260,059	25,214	14,354	10,860	14,373,670	12,957,468	6,612,648	6,344,820	1,416,202	683,407	732,795
North Atlantic division	109,793	109,645	26,642	83,003	148	32	116	3,632,274	3,601,398	1,813,223	1,788,175	30,876	15,024	15,852
Maine	6,555	6,555	1,626	4,929	.....	.....	.....	151,491	151,372	74,261	77,111	119	65	54
New Hampshire	3,550	3,550	494	3,056	.....	.....	.....	72,035	71,996	37,367	34,629	39	24	15
Vermont	4,796	4,796	671	4,125	.....	.....	.....	75,032	74,923	38,355	36,568	109	47	62
Massachusetts	13,358	13,351	2,222	11,129	7	.....	7	440,436	437,766	218,243	219,523	2,670	1,306	1,364
Rhode Island	1,768	1,768	285	1,483	.....	.....	.....	64,227	63,975	32,084	31,891	252	118	134
Connecticut	4,307	4,307	861	3,446	.....	.....	.....	151,624	150,054	75,283	74,771	1,570	750	820
New York	39,609	39,575	8,707	30,868	34	3	31	1,246,254	1,239,227	622,878	616,349	7,027	3,526	3,501
New Jersey	6,373	6,318	1,388	4,930	55	13	42	286,419	273,947	135,254	138,693	12,472	5,970	6,502
Pennsylvania	29,477	29,425	10,388	19,037	52	16	36	1,144,756	1,138,138	579,498	558,640	6,618	3,218	3,400
South Atlantic division	47,930	37,214	17,468	19,746	10,716	5,716	5,000	1,954,407	1,333,395	690,636	642,759	621,012	295,551	325,461
Delaware	814	716	217	499	98	36	62	34,434	29,715	14,703	15,012	4,719	2,374	2,345
Maryland	5,361	4,848	1,571	3,277	513	218	295	212,548	175,123	90,759	84,364	37,425	18,600	18,825
District of Columbia	1,314	1,041	349	692	273	46	227	45,575	31,240	15,544	15,696	14,335	6,436	7,899
Virginia	8,879	6,827	2,719	4,108	2,052	960	1,092	364,948	237,689	123,526	114,163	127,259	59,423	67,836
West Virginia	5,813	5,630	3,499	2,131	183	105	78	199,706	192,912	101,326	91,586	6,794	3,255	3,539
North Carolina	8,551	6,042	3,344	2,698	2,509	1,501	1,008	372,646	246,349	127,883	118,466	126,297	59,680	66,617
South Carolina	5,082	3,330	1,378	1,952	1,752	1,088	664	225,688	103,132	53,322	49,810	122,556	58,785	63,771
Georgia	9,272	6,631	3,477	3,154	2,641	1,358	1,283	400,835	257,228	132,973	124,255	143,607	68,547	75,060
Florida	2,844	2,149	914	1,235	695	404	291	98,027	60,007	30,600	29,407	38,020	18,451	19,569
North Central division	187,617	186,676	63,044	123,632	941	400	541	5,618,594	5,557,246	2,857,380	2,699,866	61,348	30,029	31,319
Ohio	28,424	28,383	12,370	16,013	41	16	25	903,118	899,018	467,384	431,634	4,100	2,035	2,065
Indiana	14,847	14,798	7,497	7,301	49	21	28	554,685	550,234	283,571	266,663	4,451	2,039	2,412
Illinois	26,969	26,931	8,680	18,251	38	18	20	895,151	889,449	456,105	433,344	5,702	2,819	2,883
Michigan	17,502	17,502	4,306	13,196	.....	.....	.....	482,492	480,743	245,271	235,472	1,749	929	820
Wisconsin	13,864	13,864	3,225	10,639	.....	.....	.....	428,694	428,611	218,440	210,171	83	45	38
Minnesota	10,341	10,339	2,921	7,418	2	.....	2	326,420	326,227	168,181	158,046	193	100	93
Iowa	28,068	28,068	6,226	21,842	.....	.....	.....	538,576	537,290	274,714	262,576	1,286	636	650
Missouri	16,476	15,752	7,161	8,591	724	307	417	687,756	654,587	334,968	319,619	33,169	16,324	16,845
North Dakota	2,102	2,102	636	1,466	.....	.....	.....	38,311	38,309	20,091	18,218	2	1	1
South Dakota	4,692	4,692	1,437	3,255	.....	.....	.....	82,919	82,914	43,517	39,397	5	.....	5
Nebraska	11,183	11,183	3,221	7,962	.....	.....	.....	257,436	256,683	132,327	124,356	753	345	408
Kansas	13,149	13,062	5,364	7,698	87	38	49	423,036	413,181	212,811	200,370	9,855	4,756	5,099
South Central division	59,185	45,777	24,361	21,416	13,408	8,206	5,202	2,576,011	1,876,172	950,108	926,064	699,839	341,201	358,638
Kentucky	10,702	9,422	4,520	4,902	1,280	613	667	452,285	395,738	204,542	191,196	56,547	27,353	29,194
Tennessee	10,415	8,497	5,068	3,429	1,918	1,123	795	514,051	407,677	211,256	196,421	106,374	52,729	53,645
Alabama	7,425	5,166	3,036	2,130	2,259	1,481	778	335,782	212,893	108,053	104,840	122,889	59,386	63,503
Mississippi	8,467	5,206	2,183	3,023	3,261	1,912	1,349	361,977	175,554	89,243	86,311	186,423	91,446	94,977
Louisiana	4,137	3,307	1,139	2,168	830	539	291	157,420	102,761	52,705	50,056	54,659	27,359	27,300
Texas	12,453	9,884	5,530	4,354	2,569	1,694	875	513,039	401,742	190,077	211,665	111,297	51,482	59,815
Oklahoma	45	45	27	18	.....	.....	.....	1,782	1,781	896	885	1	.....	1
Arkansas	5,541	4,250	2,858	1,392	1,291	844	447	239,675	178,026	93,336	84,690	61,649	31,446	30,203
Western division	18,404	18,403	6,141	12,262	1	.....	1	592,384	589,257	301,301	287,956	3,127	1,602	1,525
Montana	593	593	136	457	.....	.....	.....	18,683	18,587	9,387	9,200	96	53	43
Wyoming	343	343	83	260	.....	.....	.....	8,307	8,294	4,156	4,138	13	6	7
Colorado	2,790	2,790	825	1,965	.....	.....	.....	73,736	73,228	37,169	36,059	508	247	261
New Mexico	673	673	362	311	.....	.....	.....	23,620	23,427	14,440	8,987	193	98	95
Arizona	271	271	99	172	.....	.....	.....	9,019	9,018	4,685	4,333	1	1	.....
Utah	1,001	1,001	420	581	.....	.....	.....	47,720	47,713	24,819	22,894	7	4	3
Nevada	280	280	50	230	.....	.....	.....	7,980	7,980	3,874	4,106	.....	.....	.....
Idaho	422	422	187	235	.....	.....	.....	15,415	15,415	7,410	8,005	.....	.....	.....
Alaska	77	77	44	33	.....	.....	.....	1,777	185	94	91	b1,592	845	747
Washington	1,844	1,844	753	1,091	.....	.....	.....	60,194	60,162	30,011	30,151	32	17	15
Oregon	2,894	2,894	1,276	1,618	.....	.....	.....	69,605	69,588	35,347	34,241	17	6	11
California	7,216	7,215	1,906	5,309	1	.....	1	256,328	255,660	129,909	125,751	668	325	343

a Includes unseparated colored.

b Native.

TABLE 7.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY STATES AND TERRITORIES.

STATES AND TERRITORIES.	TEACHERS.							PUPILS.						
	Aggregate.	White. (a)			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The United States	362,008	337,896	111,246	226,650	24,112	13,850	10,262	12,705,386	11,358,515	5,797,628	5,560,887	1,346,871	651,286	695,585
North Atlantic division	89,260	89,127	18,434	70,693	133	27	106	3,103,266	3,073,911	1,548,043	1,525,868	29,355	14,147	15,208
Maine	6,080	6,080	1,412	4,668	.....	.....	.....	139,679	139,569	68,691	70,878	110	58	52
New Hampshire	3,104	3,104	296	2,808	.....	.....	.....	59,813	59,782	30,865	28,917	31	18	13
Vermont	4,400	4,400	528	3,872	.....	.....	.....	65,608	65,500	33,630	31,870	108	47	61
Massachusetts	10,324	10,317	1,017	9,300	7	.....	7	371,492	368,899	187,478	181,421	2,593	1,257	1,336
Rhode Island	1,378	1,378	174	1,204	.....	.....	.....	52,774	52,549	26,382	26,167	225	101	124
Connecticut	3,226	3,226	460	2,766	.....	.....	.....	126,505	124,949	62,208	62,741	1,556	738	818
New York	31,703	31,669	5,355	26,314	34	3	31	1,042,160	1,035,380	519,297	516,083	6,780	3,405	3,375
New Jersey	4,465	4,410	809	3,601	55	13	42	234,072	221,634	108,222	113,412	12,438	5,945	6,493
Pennsylvania	24,580	24,543	8,383	16,160	37	11	26	1,011,163	1,005,649	511,270	494,379	5,514	2,578	2,936
South Atlantic division	39,552	29,439	14,012	15,427	10,113	5,446	4,667	1,751,225	1,168,557	606,558	561,999	582,668	277,937	304,731
Delaware	701	605	187	418	96	36	60	31,434	26,778	13,228	13,550	4,656	2,348	2,308
Maryland	3,826	3,346	858	2,488	480	207	273	184,251	148,224	76,288	71,936	36,027	17,932	18,095
District of Columbia	745	495	60	435	250	32	218	36,906	23,574	11,458	12,116	13,332	5,853	7,479
Virginia	7,523	5,550	2,189	3,361	1,973	930	1,043	342,269	220,210	114,762	105,448	122,059	57,011	65,048
West Virginia	5,491	5,313	3,380	1,933	178	103	75	193,293	186,735	98,246	88,489	6,558	3,144	3,414
North Carolina	6,865	4,541	2,682	1,859	2,324	1,410	914	325,861	208,844	108,633	100,211	117,017	55,523	61,494
South Carolina	4,321	2,677	1,102	1,575	1,644	1,044	600	203,461	90,051	46,761	43,290	113,410	54,279	59,131
Georgia	7,503	5,005	2,710	2,295	2,498	1,290	1,208	342,562	209,330	108,792	100,538	133,232	64,187	69,045
Florida	2,577	1,907	844	1,063	670	394	276	91,188	54,811	28,390	26,421	36,377	17,660	18,717
North Central division	168,315	167,401	53,320	114,081	914	384	530	5,008,577	4,948,956	2,539,703	2,409,253	59,621	29,167	30,454
Ohio	25,156	25,127	10,833	14,294	29	8	21	797,439	793,754	411,634	382,120	3,685	1,805	1,880
Indiana	13,285	13,236	6,706	6,530	49	21	28	505,516	501,433	257,731	243,702	4,083	1,901	2,182
Illinois	23,321	23,288	6,875	16,413	33	16	17	778,319	772,860	394,501	378,359	5,459	2,692	2,767
Michigan	15,990	15,990	3,561	12,429	.....	.....	.....	427,032	425,325	216,470	208,855	1,707	898	809
Wisconsin	12,037	12,037	2,388	9,649	.....	.....	.....	351,723	351,659	179,073	172,586	64	35	29
Minnesota	8,947	8,945	2,114	6,831	2	.....	2	281,859	281,676	145,249	136,427	183	93	90
Iowa	26,567	26,567	5,460	21,107	.....	.....	.....	493,267	491,997	251,157	240,840	1,270	624	646
Missouri	13,795	13,079	5,816	7,263	716	301	415	620,314	587,510	300,060	287,450	32,804	16,168	16,636
North Dakota	1,982	1,982	560	1,422	.....	.....	.....	35,543	35,543	18,722	16,821	.....	.....	.....
South Dakota	4,420	4,420	1,294	3,126	.....	.....	.....	77,943	77,940	41,008	36,932	3	.....	3
Nebraska	10,555	10,555	2,861	7,694	.....	.....	.....	240,300	239,556	123,712	115,844	744	340	404
Kansas	12,260	12,175	4,852	7,323	85	38	47	399,322	389,703	200,386	189,317	9,619	4,611	5,008
South Central division	50,003	37,051	20,805	16,246	12,952	7,993	4,959	2,326,258	1,652,994	838,050	814,944	673,264	329,041	344,223
Kentucky	9,041	7,791	3,938	3,853	1,250	594	656	408,966	354,250	183,145	171,105	54,716	26,528	28,188
Tennessee	8,376	6,549	4,090	2,459	1,827	1,075	752	455,732	354,130	183,523	170,607	101,602	50,493	51,109
Alabama	6,291	4,156	2,586	1,570	2,135	1,423	712	302,949	186,794	95,224	91,570	116,155	56,343	59,812
Mississippi	7,490	4,269	1,812	2,457	3,221	1,895	1,326	334,168	150,968	77,610	73,358	183,200	89,857	93,343
Louisiana	2,678	1,922	718	1,204	756	513	243	124,372	74,988	38,619	36,369	49,384	24,999	24,385
Texas	11,094	8,577	5,026	3,551	2,517	1,676	841	476,421	367,682	173,829	193,853	108,739	58,476	58,263
Oklahoma (b)	17	17	15	2	.....	.....	.....	579	579	273	306	.....	.....	.....
Arkansas	5,016	3,770	2,620	1,150	1,246	817	429	223,071	163,603	85,827	77,776	59,468	30,345	29,123
Western division	14,878	14,878	4,675	10,203	.....	.....	.....	516,060	514,097	265,274	248,823	1,963	994	969
Montana	531	531	114	417	.....	.....	.....	16,980	16,889	8,609	8,280	91	48	43
Wyoming	306	306	59	247	.....	.....	.....	7,875	7,862	4,002	3,860	13	6	7
Colorado	2,376	2,376	622	1,754	.....	.....	.....	65,490	65,009	33,215	31,794	481	235	246
New Mexico	472	472	310	162	.....	.....	.....	18,215	18,215	11,838	6,377	.....	.....	.....
Arizona	240	240	93	147	.....	.....	.....	7,989	7,989	4,320	3,669	.....	.....	.....
Utah	680	680	317	363	.....	.....	.....	36,372	36,369	18,855	17,514	3	1	2
Nevada	251	251	41	210	.....	.....	.....	7,387	7,387	3,720	3,667	.....	.....	.....
Idaho	389	389	181	208	.....	.....	.....	14,311	14,311	6,943	7,368	.....	.....	.....
Alaska	23	23	9	14	.....	.....	.....	899	162	81	81	c737	385	352
Washington	1,610	1,610	656	954	.....	.....	.....	55,432	55,405	27,620	27,785	27	14	13
Oregon	2,566	2,566	1,111	1,455	.....	.....	.....	63,354	63,339	32,308	31,031	15	4	11
California	5,434	5,434	1,162	4,272	.....	.....	.....	221,756	221,160	113,763	107,397	596	301	295

a Includes unseparated colored. b Greer county only (claimed by Texas). c Native.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES.

ALABAMA.

1880. Population	1,262,505.	Enrolled in public common schools	187,550
1890. Population	1,513,017.	Enrolled in public common schools	302,949
Gain of population	19.84 per cent.	Gain of enrollment in public common schools	61.53 per cent.

PUBLIC COMMON SCHOOLS OF ALABAMA FOR THE YEAR ENDED SEPTEMBER 30, 1890.

COUNTIES.	TEACHERS.						PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	6,291	4,156	2,586	1,570	2,135	1,423	712	302,949	186,794	95,224	91,570	116,155	56,343	59,812
Autauga	52	25	13	12	27	23	4	2,432	888	447	441	1,544	744	800
Baldwin	60	25	6	19	35	29	6	1,259	672	345	327	587	286	301
Barbour	111	57	26	31	54	38	16	7,001	2,791	1,431	1,360	4,210	2,054	2,156
Bibb	66	50	27	23	16	14	2	3,027	2,230	1,144	1,086	797	389	408
Blount	108	100	86	14	8	6	2	5,404	5,176	2,651	2,519	234	114	120
Bullock	73	31	20	11	42	30	12	5,640	1,293	663	630	4,347	2,120	2,227
Butler	96	57	36	21	39	34	5	4,647	2,254	1,156	1,098	2,393	1,167	1,226
Calhoun	85	61	39	22	24	13	11	3,851	2,824	1,448	1,376	1,027	501	526
Chambers	111	73	29	44	38	30	8	6,537	3,341	1,713	1,628	3,196	1,559	1,637
Cherokee	97	79	42	37	18	13	5	4,937	4,340	2,226	2,114	597	291	306
Chilton	66	50	35	15	16	11	5	2,848	2,325	1,192	1,133	523	255	268
Choctaw	54	33	18	15	21	18	3	3,314	1,412	724	688	1,902	928	974
Clarke	83	43	17	26	40	33	7	4,051	3,859	1,979	1,880	192	94	98
Clay	90	78	64	14	12	7	5	4,818	4,254	2,181	2,073	564	275	289
Cleburne	64	56	44	12	8	7	1	3,834	3,600	1,846	1,754	234	114	120
Coffee	68	54	42	12	14	10	4	3,130	2,584	1,325	1,259	546	266	280
Colbert	89	60	31	29	29	18	11	3,789	2,557	1,315	1,242	1,232	606	626
Conecuh	71	46	27	19	25	20	5	3,051	1,571	806	765	1,480	722	758
Coosa	118	82	56	26	36	22	14	4,563	2,908	1,491	1,417	1,655	807	848
Covington	49	46	33	13	3	3	.....	2,330	2,165	1,110	1,055	165	80	85
Crenshaw	93	69	51	18	24	19	5	4,743	3,647	1,870	1,777	1,096	535	561
Cullman	81	79	69	10	2	1	1	3,595	3,589	1,840	1,749	6	3	3
Dale	83	65	56	9	18	16	2	4,417	3,552	1,821	1,731	865	422	443
Dallas	104	22	9	13	82	46	36	5,571	1,241	636	605	4,330	2,112	2,218
Dekalb	105	102	75	27	3	3	.....	6,873	6,797	3,486	3,311	76	37	39
Elmore	93	54	30	24	39	32	7	4,398	2,192	1,124	1,068	2,206	1,076	1,130
Escambia	48	39	22	17	9	6	3	1,918	1,462	750	712	456	222	234
Etowah	96	81	53	28	15	11	4	5,045	4,406	2,221	2,185	639	303	336
Fayette	76	66	56	10	10	9	1	3,451	2,929	1,502	1,427	522	255	267
Franklin	74	65	50	15	9	8	1	3,132	2,857	1,465	1,392	275	134	141
Geneva	73	67	55	12	6	5	1	2,076	1,840	944	896	236	115	121
Greene	64	19	7	12	45	28	17	3,378	462	237	225	2,916	1,422	1,494
Hale	71	22	10	12	49	26	23	5,253	905	464	441	4,348	2,121	2,227
Henry	117	85	57	28	32	24	8	6,187	4,083	2,094	1,989	2,104	1,026	1,078
Jackson	146	130	82	48	16	12	4	6,068	5,237	2,686	2,551	831	405	426
Jefferson	231	172	105	67	59	30	29	13,661	9,760	4,918	4,842	3,901	1,854	2,047
Lamar	87	69	51	18	18	10	8	3,550	2,879	1,476	1,403	671	327	344
Lauderdale	83	63	33	30	20	8	12	5,296	3,594	1,843	1,751	1,702	836	872
Lawrence	102	71	47	24	31	22	9	3,786	1,902	975	927	1,884	919	965
Lee	111	56	19	37	55	42	13	4,869	3,089	1,584	1,505	1,780	868	912
Limestone	101	63	32	31	38	27	11	4,793	2,658	1,363	1,295	2,135	1,041	1,094
Lowndes	102	24	5	19	78	54	24	3,906	609	312	297	3,297	1,608	1,689
Macon	71	26	8	18	45	26	19	3,625	682	350	332	2,943	1,460	1,483
Madison	140	77	28	49	63	37	26	5,606	2,977	1,527	1,450	2,629	1,282	1,347
Marengo	100	45	14	31	55	46	9	4,108	1,328	681	647	2,780	1,356	1,424
Marion	86	81	73	8	5	4	1	3,812	3,638	1,866	1,772	174	85	89
Marshall	92	84	70	14	8	7	1	5,717	5,343	2,740	2,603	374	182	192
Mobile	179	112	24	88	67	21	46	6,166	3,810	1,524	2,286	2,356	885	1,471
Monroe	122	75	55	20	47	38	9	4,306	1,804	925	879	2,502	1,220	1,282
Montgomery	117	34	14	20	83	46	37	7,186	2,014	1,033	981	5,166	2,520	2,646
Morgan	108	81	56	25	27	17	10	4,987	3,689	1,883	1,806	1,298	617	681
Perry	91	37	13	24	54	26	28	4,603	1,326	680	646	3,277	1,599	1,678
Pickens	92	55	25	30	37	22	15	3,816	1,919	984	935	1,897	925	972
Pike	91	67	41	26	24	15	9	4,199	2,785	1,429	1,356	1,414	692	722
Randolph	101	75	59	16	26	18	8	5,313	3,968	2,035	1,933	1,345	656	689
Russell	114	45	22	23	69	56	13	5,143	1,289	661	628	3,854	1,880	1,974
St. Clair	91	73	56	17	18	12	6	4,173	3,447	1,768	1,679	726	354	372
Shelby	81	57	36	21	24	18	6	4,066	2,777	1,427	1,350	1,289	633	656
Sumter	118	40	9	31	78	42	36	5,543	1,160	595	565	4,383	2,138	2,245
Talladega	128	77	41	36	51	25	26	6,236	3,071	1,575	1,496	3,165	1,544	1,621
Tallapoosa	148	106	68	38	42	26	16	6,627	4,449	2,281	2,168	2,178	1,062	1,116
Tuscaloosa	144	98	55	43	46	31	15	6,383	3,970	2,036	1,934	2,413	1,177	1,236
Walker	103	96	76	20	7	6	1	4,971	4,687	2,403	2,284	284	139	145
Washington	25	15	9	6	10	8	2	1,071	533	273	260	538	262	276
Wilcox	141	55	17	38	86	58	28	6,873	1,404	720	684	5,469	2,668	2,801
Winston	56	56	52	4	.....	.....	.....	1,996	1,996	1,024	972	.....	.....	.....

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

ALASKA.

PUBLIC COMMON SCHOOLS OF ALASKA FOR THE YEAR ENDED JUNE 30, 1890.

TERRITORY.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Native.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
Total	23	23	9	14				899	162	81	81	737	385	352

ARIZONA.

1880. Population ..... 40,440. Enrolled in public common schools 4,212
1890. Population ..... 59,620. Enrolled in public common schools 7,989
Gain of population ..... 47.43 per cent. Gain of enrollment in public common schools ..... 89.67 per cent.

PUBLIC COMMON SCHOOLS OF ARIZONA FOR THE YEAR ENDED JUNE 30, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The Territory	240	240	93	147				7,989	7,989	4,320	3,669			
Apache	21	21	11	10				1,057	1,057	537	520			
Cochise	27	27	10	17				949	949	514	435			
Gila	17	17	9	8				371	371	196	175			
Graham	19	19	12	7				671	671	360	311			
Maricopa	50	50	14	36				1,796	1,796	934	862			
Mohave	9	9	2	7				128	128	60	68			
Pima	32	32	11	21				1,414	1,414	840	574			
Pinal	14	14	3	11				411	411	244	167			
Yavapai	44	44	20	24				1,036	1,036	535	501			
Yuma	7	7	1	6				156	156	100	56			

ARKANSAS.

1880. Population ..... 802,525. Enrolled in public common schools 108,236
1890. Population ..... 1,128,179. Enrolled in public common schools 223,071
Gain of population ..... 40.58 per cent. Gain of enrollment in public common schools ..... 106.10 per cent.

PUBLIC COMMON SCHOOLS OF ARKANSAS FOR THE YEAR ENDED JUNE 30, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	5,016	3,770	2,620	1,150	1,246	817	429	223,071	163,603	85,827	77,776	59,468	30,345	29,123
Arkansas	58	47	29	18	a11	6	5	1,771	1,396	743	653	375	193	182
Ashley	37	13	11	2	24	20	4	1,891	994	231	763	897	437	460
Baxter (b)	48	48	36	12				1,536	1,536	864	672			
Benton	85	85	63	22				4,840	4,840	2,480	2,360			
Boone	69	69	40	29				3,348	3,318	1,759	1,559	30	11	19
Bradley	83	64	16	48	19	17	2	2,056	1,327	759	568	729	331	398
Calhoun	46	34	31	3	12	7	5	2,019	1,225	685	540	794	415	379
Carroll	50	49	29	20	1	1		2,909	2,895	1,499	1,396	14	9	5
Chicot	29	13	6	7	16	14	2	1,569	112	53	59	1,457	778	679
Clark	67	46	32	14	21	15	6	3,043	2,049	1,044	1,005	994	583	411
Clay	43	43	32	11				2,002	2,002	1,084	918			
Cleburne	38	37	28	9	1	1		1,429	1,416	749	667	13	4	9
Cleveland	35	23	23		12	8	4	1,858	1,245	694	551	613	310	303
Columbia	54	8	7	1	46	38	8	2,822	1,566	814	752	1,256	672	584
Conway	76	42	33	9	a34	22	12	3,907	2,158	1,101	1,057	1,749	938	811

a Estimated.

b Sex of teachers based on report of 1889.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

ARKANSAS—Continued.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
Craighead	49	46	37	9	3	2	1	2,492	2,395	1,340	1,055	97	50	47
Crawford	100	88	71	17	12	7	5	3,619	3,276	1,365	1,971	343	221	122
Crittenden	26	5	3	2	21	14	7	1,735	121	60	61	1,614	765	849
Cross (*a*)	48	26	16	10	*b*22	12	10	271	146	84	62	125	55	70
Dallas	49	37	33	4	12	11	1	2,097	1,213	627	586	884	427	457
Desha	53	32	28	4	21	17	4	1,334	269	137	132	1,065	571	494
Drew	90	51	27	24	39	32	7	3,770	1,891	949	942	1,879	929	950
Faulkner	73	58	45	13	15	10	5	3,867	3,203	1,684	1,519	664	320	344
Franklin	124	120	102	18	4	3	1	6,073	5,937	3,140	2,797	136	67	69
Fulton	48	48	46	2	.....	.....	.....	2,132	2,114	1,175	939	18	9	9
Garland	54	45	25	20	9	5	4	2,978	2,474	1,291	1,183	504	247	257
Grant	44	37	34	3	7	7	.....	1,811	1,625	884	741	186	96	90
Greene	56	55	48	7	1	1	.....	2,860	2,837	1,523	1,314	23	10	13
Hempstead	120	72	55	17	*b*48	40	8	5,143	2,795	1,503	1,292	2,348	1,187	1,161
Hot Spring	64	61	47	14	3	3	.....	2,905	2,670	1,447	1,223	235	110	125
Howard	62	52	47	5	10	10	.....	2,878	2,285	1,221	1,064	593	287	306
Independence	84	74	58	16	10	7	3	3,806	3,438	1,834	1,604	368	206	162
Izard	55	51	45	6	4	2	2	2,288	2,230	1,237	993	58	31	27
Jackson	72	42	31	11	30	22	8	3,565	2,458	1,319	1,139	1,107	558	549
Jefferson (*c*)	138	38	20	18	*b*100	52	48	8,684	1,993	989	1,004	6,691	3,404	3,287
Johnson	97	97	69	28	.....	.....	.....	3,986	3,856	1,964	1,892	130	68	62
Lafayette	18	6	5	1	12	8	4	1,698	885	509	376	813	437	376
Lawrence (*a*)	52	44	22	22	8	8	.....	1,805	1,521	826	695	284	156	128
Lee	100	67	13	54	33	28	5	3,519	787	419	368	2,732	1,548	1,184
Lincoln	87	55	17	38	32	23	9	2,163	1,008	524	484	1,155	603	552
Little River	81	66	21	45	15	13	2	1,936	1,044	526	518	892	437	455
Logan	92	85	67	18	7	7	.....	3,827	3,531	1,930	1,601	296	155	141
Lonoke	75	31	24	7	44	27	17	3,150	1,769	953	816	1,381	755	626
Madison	80	80	53	27	.....	.....	.....	4,925	4,925	2,582	2,343	.....	.....	.....
Marion	50	50	22	28	.....	.....	.....	1,343	1,343	746	597	.....	.....	.....
Miller	54	19	19	.....	35	27	8	2,266	1,020	562	458	1,246	633	613
Mississippi (*d*)	22	12	10	2	*b*10	9	1	1,511	866	426	440	645	341	304
Monroe	47	22	19	3	25	14	11	2,752	916	478	438	1,836	983	853
Montgomery	22	22	18	4	.....	.....	.....	870	870	476	394	.....	.....	.....
Nevada	74	44	32	12	*b*30	20	10	*e*3,896	2,869	1,567	1,302	1,027	512	515
Newton	41	41	33	8	.....	.....	.....	2,094	2,094	1,146	948	.....	.....	.....
Onachita	84	46	32	14	38	31	7	3,081	1,450	756	694	1,631	809	822
Perry	40	35	31	4	5	4	1	1,152	1,006	527	479	146	66	80
Phillips	174	24	6	18	*b*150	37	113	4,828	941	481	460	3,887	1,953	1,934
Pike	34	32	30	2	2	2	.....	1,559	1,438	785	653	121	58	63
Poinsett	22	17	14	3	5	4	1	775	712	378	334	63	37	26
Polk	40	40	37	3	.....	.....	.....	1,879	1,863	1,040	863	16	9	7
Pope	117	107	84	23	10	7	3	4,581	4,080	2,445	1,635	501	273	228
Prairie	59	35	23	12	24	14	10	2,716	1,655	894	761	1,061	550	511
Pulaski (*e*)	161	107	65	42	54	27	27	9,160	4,477	2,233	2,244	4,683	2,197	2,486
Randolph	65	64	22	42	1	1	.....	*f*1,392	1,306	684	622	86	40	46
St. Francis	44	5	5	.....	*b*39	25	14	1,795	725	379	346	1,070	547	523
Saline	72	60	40	20	12	7	5	2,503	2,136	1,118	1,018	367	174	193
Scott	51	51	33	18	.....	.....	.....	3,030	3,030	1,602	1,428	.....	.....	.....
Searcy	43	43	40	3	.....	.....	.....	2,113	2,113	1,140	973	.....	.....	.....
Sebastian	131	102	52	50	*b*29	23	6	8,900	7,928	3,822	4,106	972	456	516
Sevier	46	42	29	13	4	2	2	2,035	1,879	979	900	156	73	83
Sharp	35	35	33	2	.....	.....	.....	2,266	2,155	1,135	1,020	111	54	57
Stone	25	24	21	3	1	1	.....	1,261	1,183	664	519	78	78	.....
Union (*g*)	111	111	78	33	.....	.....	.....	3,765	2,242	1,171	1,071	1,523	785	738
Van Buren (*e*)	35	35	20	15	.....	.....	.....	*f*2,376	2,360	*b*1,200	1,160	16	9	7
Washington	164	159	111	48	5	5	.....	7,281	7,054	3,587	3,467	227	94	133
White	134	115	78	37	19	15	4	5,539	4,858	2,526	2,332	681	346	335
Woodruff	46	27	16	11	19	14	5	2,565	1,043	559	484	1,522	748	774
Yell	64	54	42	12	*b*10	8	2	3,470	3,216	1,820	1,396	254	130	124

a Teachers from report for 1889.
b Estimated.
c Report for 1889.
d Report for 1887.
e Sex of teachers based on report for 1889.
f Report for 1888.
g Race of teachers not known.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

CALIFORNIA.

1880. Population	864,694.	Enrolled in public common schools	161,477
1890. Population	1,208,130.	Enrolled in public common schools	221,756
Gain of population	39.72 per cent.	Gain of enrollment in public common schools	37.33 per cent.

PUBLIC COMMON SCHOOLS OF CALIFORNIA FOR THE YEAR ENDED JUNE 30, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	5,434	5,434	1,162	4,272	.....	.....	.....	221,756	221,160	113,763	107,397	596	301	295
Alameda	315	315	47	268	.....	.....	.....	17,797	17,704	9,248	8,456	93	51	42
Alpine	4	4	.....	4	.....	.....	.....	79	79	39	40	.....	.....	.....
Amador	71	71	18	53	.....	.....	.....	2,330	2,330	1,157	1,173	.....	.....	.....
Butte	104	104	26	78	.....	.....	.....	3,803	3,803	1,930	1,873	.....	.....	.....
Calaveras	55	55	14	41	.....	.....	.....	1,924	1,924	965	959	.....	.....	.....
Colusa	86	86	36	50	.....	.....	.....	2,872	2,872	1,486	1,386	.....	.....	.....
Contra Costa	70	70	13	57	.....	.....	.....	2,873	2,873	1,477	1,396	.....	.....	.....
Del Norte	13	13	5	8	.....	.....	.....	446	446	221	225	.....	.....	.....
Eldorado	60	60	20	40	.....	.....	.....	1,722	1,722	862	860	.....	.....	.....
Fresno	162	162	50	112	.....	.....	.....	6,010	6,010	3,044	2,966	.....	.....	.....
Humboldt	123	123	47	76	.....	.....	.....	5,080	5,080	2,635	2,445	.....	.....	.....
Inyo	13	13	7	6	.....	.....	.....	554	554	279	275	.....	.....	.....
Kern	51	51	16	35	.....	.....	.....	1,549	1,549	739	810	.....	.....	.....
Lake	50	50	7	43	.....	.....	.....	1,568	1,568	786	782	.....	.....	.....
Lassen	33	33	13	20	.....	.....	.....	930	930	466	464	.....	.....	.....
Los Angeles	391	391	76	315	.....	.....	.....	19,068	18,885	9,557	9,328	183	91	92
Marin	47	47	10	37	.....	.....	.....	1,575	1,575	825	750	.....	.....	.....
Mariposa	34	34	12	22	.....	.....	.....	829	829	423	406	.....	.....	.....
Mendocino	103	103	34	69	.....	.....	.....	3,986	3,986	2,036	1,950	.....	.....	.....
Merced	46	46	14	32	.....	.....	.....	1,356	1,356	709	647	.....	.....	.....
Modoc	38	38	15	23	.....	.....	.....	1,176	1,176	599	577	.....	.....	.....
Mono	10	10	3	7	.....	.....	.....	265	265	133	132	.....	.....	.....
Monterey	110	110	17	93	.....	.....	.....	3,701	3,701	1,953	1,748	.....	.....	.....
Napa	76	76	17	59	.....	.....	.....	2,982	2,982	1,489	1,493	.....	.....	.....
Nevada	81	81	24	57	.....	.....	.....	3,304	3,304	1,694	1,610	.....	.....	.....
Orange	70	70	27	43	.....	.....	.....	3,451	3,451	1,766	1,685	.....	.....	.....
Placer	69	69	18	51	.....	.....	.....	2,526	2,526	1,307	1,219	.....	.....	.....
Plumas	30	30	10	20	.....	.....	.....	936	936	471	465	.....	.....	.....
Sacramento	173	173	16	157	.....	.....	.....	6,534	6,534	3,208	3,326	.....	.....	.....
San Benito	51	51	14	37	.....	.....	.....	1,606	1,606	803	803	.....	.....	.....
San Bernardino	118	118	28	90	.....	.....	.....	4,916	4,916	2,552	2,364	.....	.....	.....
San Diego	199	199	36	163	.....	.....	.....	6,908	6,830	3,387	3,443	78	44	34
San Francisco	859	859	65	794	.....	.....	.....	42,926	42,706	22,673	20,033	220	108	112
San Joaquin	134	134	33	101	.....	.....	.....	5,609	5,609	2,746	2,863	.....	.....	.....
San Luis Obispo	112	112	22	90	.....	.....	.....	3,845	3,845	2,031	1,814	.....	.....	.....
San Mateo	51	51	10	41	.....	.....	.....	1,864	1,864	975	889	.....	.....	.....
Santa Barbara	82	82	21	61	.....	.....	.....	3,648	3,648	1,848	1,800	.....	.....	.....
Santa Clara	188	188	29	159	.....	.....	.....	8,577	8,555	4,401	4,154	22	7	15
Santa Cruz	97	97	13	84	.....	.....	.....	4,088	4,088	2,059	2,029	.....	.....	.....
Shasta	100	100	31	69	.....	.....	.....	3,228	3,228	1,642	1,586	.....	.....	.....
Sierra	28	28	11	17	.....	.....	.....	887	887	445	442	.....	.....	.....
Siskiyoo	68	68	37	31	.....	.....	.....	2,289	2,289	1,172	1,117	.....	.....	.....
Solano	93	93	18	75	.....	.....	.....	3,681	3,681	1,994	1,687	.....	.....	.....
Sonoma	194	194	31	163	.....	.....	.....	6,840	6,840	3,499	3,341	.....	.....	.....
Stanislaus	68	68	18	50	.....	.....	.....	2,051	2,051	1,029	1,022	.....	.....	.....
Sutter	42	42	18	24	.....	.....	.....	1,253	1,253	626	627	.....	.....	.....
Tehama	76	76	10	66	.....	.....	.....	2,275	2,275	1,133	1,142	.....	.....	.....
Trinity	18	18	4	14	.....	.....	.....	535	535	244	291	.....	.....	.....
Tulare	147	147	50	97	.....	.....	.....	5,387	5,387	2,844	2,543	.....	.....	.....
Tuolumne	36	36	4	32	.....	.....	.....	1,329	1,329	663	666	.....	.....	.....
Ventura	57	57	14	43	.....	.....	.....	2,244	2,244	1,195	1,049	.....	.....	.....
Yolo	76	76	17	59	.....	.....	.....	2,820	2,820	1,427	1,393	.....	.....	.....
Yuba	52	52	16	36	.....	.....	.....	1,724	1,724	871	853	.....	.....	.....

a Includes unseparated colored.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

COLORADO.

1880. Population	194,327.	Enrolled in public common schools	28,252
1890. Population	412,198.	Enrolled in public common schools	65,490
Gain of population	112.12 per cent.	Gain of enrollment in public common schools	131.81 per cent.

PUBLIC COMMON SCHOOLS OF COLORADO FOR THE YEAR ENDED JUNE 30, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate	White.			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	2,376	2,376	622	1,754				65,490	65,009	33,215	31,794	481	235	246
Arapahoe	363	363	66	297				17,406	17,042	8,649	8,393	364	172	192
Archuleta	6	6	4	2				99	99	69	30			
Baca	45	45	19	26				698	698	390	308			
Bent	14	14	1	13				369	369	196	173			
Boulder	117	117	23	94				3,330	3,330	1,651	1,679			
Chaffee	47	47	5	42				1,121	1,121	576	545			
Cheyenne	9	9	5	4				127	127	60	67			
Clear Creek	35	35	6	29				1,314	1,314	637	677			
Conejos	44	44	22	22				1,933	1,933	1,097	836			
Costilla	29	29	17	12				674	674	404	270			
Custer	29	29	17	12				683	683	340	343			
Delta	24	24	10	14				554	554	284	270			
Dolores	2	2	1	1				73	73	42	31			
Douglas	36	36	9	27				612	612	290	322			
Eagle	15	15	1	14				305	305	156	149			
Elbert	26	26	8	18				371	371	198	173			
El Paso	132	132	19	113				3,450	3,450	1,724	1,726			
Fremont	59	59	19	40				2,069	2,069	1,039	1,030			
Garfield	38	38	3	35				750	750	367	383			
Gilpin	31	31	6	25				1,184	1,184	586	598			
Grand	5	5		5				59	59	27	32			
Gunnison	36	36	3	33				676	676	338	338			
Hinsdale	3	3	2	1				115	115	55	60			
Huerfano	42	42	15	27				1,350	1,350	736	614			
Jefferson	57	57	9	48				1,548	1,548	793	755			
Kiowa	29	29	10	19				411	411	224	187			
Kit Carson	68	68	27	41				641	641	329	312			
Lake	25	25	1	24				1,309	1,241	621	620	68	40	28
La Plata	33	33	7	26				745	745	395	350			
Larimer	76	76	18	58				2,272	2,272	1,184	1,088			
Las Animas	69	69	26	43				1,844	1,844	993	851			
Lincoln	9	9		9				109	109	60	49			
Logan	55	55	22	33				873	873	452	421			
Mesa	19	19	7	12				691	691	346	345			
Montezuma	20	20	10	10				366	366	192	174			
Montrose	21	21	9	12				746	746	398	348			
Morgan	18	18	4	14				315	315	146	169			
Otero	16	16	5	11				497	497	262	235			
Ouray	22	22	7	15				586	586	284	302			
Park	32	32	13	19				497	497	246	251			
Phillips	80	80	26	54				777	777	416	361			
Pitkin	30	30	2	28				1,100	1,100	505	595			
Prowers	29	29	10	19				535	535	247	288			
Pueblo	133	133	28	105				3,657	3,608	1,787	1,821	49	23	26
Rio Blanco	11	11	1	10				153	153	78	75			
Rio Grande	27	27	13	14				817	817	448	369			
Routt	20	20	4	16				338	338	204	134			
Saguache	42	42	15	27				651	651	358	293			
San Juan	2	2		2				109	109	55	54			
San Miguel	5	5	1	4				109	109	60	49			
Sedgwick	40	40	12	28				313	313	146	167			
Summit	11	11		11				416	416	211	205			
Washington	51	51	17	34				602	602	303	299			
Weld	90	90	18	72				2,568	2,568	1,296	1,272			
Yuma	49	49	19	30				573	573	265	308			

(a) Includes unseparated colored.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

CONNECTICUT.

1880. Population ..... 622,700. Enrolled in public common schools 118,589
1890. Population ..... 746,258. Enrolled in public common schools 126,505
Gain of population ..... 19.84 per cent. Gain of enrollment in public common schools ..... 6.68 per cent.

PUBLIC COMMON SCHOOLS OF CONNECTICUT FOR THE YEAR ENDED JULY 14, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male..	Female.
The State	3,226	3,226	a460	a2,766				126,505	124,949	62,208	62,741	1,556	738	818
Fairfield	550	550	68	482				23,350	23,021	11,619	11,402	329	147	182
Hartford	611	611	84	527				24,165	23,995	11,972	12,023	170	81	89
Litchfield	333	333	66	267				10,640	10,485	5,303	5,182	155	77	78
Middlesex	168	168	21	147				6,056	6,037	3,125	2,912	19	10	9
New Haven	816	816	64	752				36,719	36,082	18,291	17,791	637	307	330
New London	389	389	76	313				14,017	13,862	6,074	7,788	155	74	81
Tolland	153	153	27	126				4,476	4,452	2,198	2,254	24	11	13
Windham	206	206	54	152				7,082	7,015	3,626	3,389	67	31	36

DELAWARE.

1880. Population ..... 146,608. Enrolled in public common schools 26,412
1890. Population ..... 168,493. Enrolled in public common schools 31,434
Gain of population ..... 14.93 per cent. Gain of enrollment in public common schools ..... 19.01 per cent.

PUBLIC COMMON SCHOOLS OF DELAWARE FOR THE YEAR ENDED JUNE 30, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	701	605	187	418	96	36	60	31,434	26,778	13,228	13,550	4,656	2,348	2,308
Kent	163	133	40	93	30	16	14	7,525	6,024	2,946	3,078	1,501	780	721
Newcastle	309	271	18	253	38	5	33	15,105	13,082	6,462	6,620	2,023	1,005	1,018
Sussex	229	201	129	72	28	15	13	8,804	7,672	3,820	3,852	1,132	563	569

DISTRICT OF COLUMBIA.

1880. Population ..... 177,624. Enrolled in public common schools 26,439
1890. Population ..... 230,392. Enrolled in public common schools 36,906
Gain of population ..... 29.71 per cent. Gain of enrollment in public common schools ..... 39.59 per cent.

PUBLIC COMMON SCHOOLS OF THE DISTRICT OF COLUMBIA FOR THE YEAR ENDED JUNE 30, 1890.

DISTRICT.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
Total	745	495	60	435	250	32	218	36,906	23,574	11,458	12,116	13,332	5,853	7,479

a Winter term.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

FLORIDA.

1880. Population ..... 269,493. Enrolled in public common schools 43,304
1890. Population ..... 391,422. Enrolled in public common schools 91,188
Gain of population ..... 45.24 per cent. Gain of enrollment in public common schools..... 110.58 per cent.

PUBLIC COMMON SCHOOLS OF FLORIDA FOR THE YEAR ENDED SEPTEMBER 30, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	2,577	1,907	844	1,063	670	394	276	91,188	54,811	28,390	26,421	36,377	17,660	18,717
Alachua (a)	132	73	32	41	59	36	23	5,843	2,651	1,374	1,277	3,192	1,555	1,637
Baker	29	24	20	4	5	5	.....	1,069	821	404	417	248	122	126
Bradford	60	51	32	19	9	5	4	2,338	2,016	1,116	900	322	157	165
Brevard	46	41	10	31	5	3	2	687	599	286	313	88	54	34
Calhoun (a)	22	17	8	9	5	5	.....	680	490	270	220	190	100	90
Citrus	33	30	14	16	3	3	.....	572	499	269	230	73	42	31
Clay	50	47	21	26	9	9	.....	1,257	994	473	521	263	132	131
Columbia	78	49	17	32	29	21	8	3,053	1,638	846	792	1,415	663	752
Dade	9	9	3	6	.....	.....	.....	170	170	88	82	.....	.....	.....
De Soto	55	54	40	14	1	1	.....	1,615	1,597	861	736	18	10	8
Duval	133	75	13	62	58	17	41	4,186	1,720	851	869	2,466	1,174	1,292
Escambia	74	51	12	39	23	11	12	3,380	1,997	1,002	995	1,383	677	706
Franklin (b)	11	7	3	4	4	1	3	592	375	182	193	217	105	112
Gadsden	81	46	16	30	35	24	11	3,190	1,088	576	512	2,102	1,048	1,054
Hamilton	69	48	17	31	21	17	4	1,949	1,257	648	609	692	331	361
Hernando (a)	25	18	8	10	7	4	3	661	445	248	197	216	92	124
Hillsboro	83	74	39	35	9	3	6	2,777	2,414	1,329	1,085	363	169	194
Holmes (a)	41	40	18	22	1	1	.....	1,304	1,284	674	610	20	10	10
Jackson	83	52	27	25	31	22	9	4,291	1,839	968	871	2,452	1,251	1,201
Jefferson (c)	76	44	18	26	32	22	10	4,018	992	514	478	3,026	1,469	1,557
Lafayette	42	41	30	11	1	1	.....	928	901	502	399	27	12	15
Lake	70	57	26	31	13	8	5	2,237	1,801	875	926	436	238	198
Lee	15	14	6	8	1	.....	1	263	253	116	137	10	4	6
Leon	64	28	10	18	36	21	15	3,789	540	270	270	3,249	1,468	1,781
Levy	56	42	20	22	14	10	4	1,814	1,192	599	593	622	337	285
Liberty	13	6	3	3	7	4	3	328	151	85	66	177	92	85
Madison	69	42	23	19	27	15	12	3,676	1,472	725	747	2,204	1,055	1,149
Manatee	38	37	23	14	1	1	.....	812	776	426	350	36	20	16
Marion	135	87	31	56	48	22	26	5,085	2,286	1,198	1,088	2,799	1,333	1,466
Monroe	25	17	4	13	8	2	6	1,455	856	445	411	599	354	245
Nassau	69	47	19	28	22	9	13	2,126	1,187	566	621	939	380	559
Orange	93	74	25	49	19	10	9	2,615	1,865	901	964	750	372	378
Osceola (a)	25	24	11	13	1	1	.....	829	785	409	385	44	26	18
Pasco	41	40	23	17	1	.....	1	1,175	1,160	575	585	15	10	5
Polk	112	107	27	80	5	1	4	2,427	2,270	1,190	1,080	157	74	83
Putnam	84	57	23	34	27	20	7	2,682	1,458	726	732	1,224	605	619
St. John	50	37	6	31	13	3	10	1,365	837	431	406	528	256	272
Santa Rosa	50	42	20	22	8	4	4	2,384	1,752	904	848	632	301	331
Sumter	46	36	16	20	10	4	6	1,417	993	530	463	424	205	219
Suwannee	75	50	35	15	25	21	4	3,035	1,700	882	818	1,335	663	672
Taylor	22	21	10	11	1	1	.....	773	730	418	312	43	20	23
Volusia	72	57	22	35	15	9	6	2,069	1,509	807	702	560	273	287
Wakulla	29	20	14	6	9	8	1	725	495	245	250	230	115	115
Walton	47	43	35	8	4	1	3	1,782	1,551	835	716	231	110	121
Washington	39	31	14	17	8	8	.....	1,765	1,405	760	645	360	176	184

a Sex of teachers estimated. *b* Sex of colored pupils estimated. *c* Sex of pupils estimated.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

GEORGIA.

1880. Population	1,542,180.	Enrolled in public common schools	237,124
1890. Population	1,837,353.	Enrolled in public common schools	342,562
Gain of population	19.14 per cent.	Gain of enrollment in public common schools	44.47 per cent.

PUBLIC COMMON SCHOOLS OF GEORGIA FOR THE YEAR ENDED DECEMBER 31, 1889.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Females.	Total.	Male.	Female.
The State	7,503	5,005	2,710	2,295	2,498	1,290	1,208	342,562	209,330	108,792	100,538	133,232	64,187	69,045
Appling	32	25	19	6	7	5	2	1,176	866	447	419	310	161	149
Baker	27	14	.....	14	13	4	9	1,115	356	179	177	759	374	385
Baldwin	50	27	2	25	23	7	16	2,232	904	426	478	1,328	603	725
Banks	44	34	23	11	10	4	6	2,331	1,871	1,005	866	460	247	213
Bartow	85	58	18	40	27	7	20	3,481	2,335	1,217	1,118	1,146	549	597
Berrien	42	35	33	2	7	7	.....	1,739	1,477	768	709	262	111	151
Bibb	100	71	14	57	29	16	13	4,751	2,584	1,312	1,272	2,167	1,000	1,167
Brooks	60	35	20	15	25	15	10	2,356	1,203	552	651	1,153	547	606
Bryan	37	25	15	10	12	4	8	1,029	602	318	284	427	253	174
Bulloch	81	71	60	11	10	9	1	2,621	2,126	1,109	1,017	495	255	240
Burke	84	30	15	15	54	23	31	4,228	1,086	574	512	3,142	1,603	1,539
Butts	41	24	8	16	17	12	5	2,352	1,115	583	532	1,237	638	599
Calhoun	34	17	6	11	17	7	10	1,018	575	289	286	443	212	231
Camden	28	14	4	10	14	7	7	969	348	169	179	621	266	355
Campbell	39	28	19	9	11	9	2	1,615	1,053	527	526	562	281	281
Carroll	100	85	58	27	15	8	7	5,277	4,552	2,463	2,089	725	358	367
Catoosa	37	32	24	8	5	2	3	1,366	1,243	671	572	123	56	67
Charlton	19	16	8	8	3	2	1	284	200	100	100	84	34	50
Chatham	206	136	21	115	70	22	48	5,877	3,238	1,605	1,633	2,639	1,249	1,390
Chattahoochee	20	11	4	7	9	4	5	919	421	204	217	498	261	237
Chattooga	59	49	21	28	10	7	3	2,713	2,217	1,172	1,045	496	238	258
Cherokee	70	63	49	14	7	2	5	4,151	3,903	2,063	1,840	248	126	122
Clarke	67	36	7	29	31	8	23	2,920	1,237	625	612	1,683	822	861
Clay (a)	26	13	9	4	13	9	4	1,409	444	247	197	965	395	570
Clayton	33	23	17	6	10	5	5	1,757	1,272	667	605	485	204	281
Clinch	40	32	30	2	8	6	2	792	594	330	264	198	82	116
Cobb	106	70	39	31	36	15	21	5,258	3,381	1,857	1,524	1,877	939	938
Coffee	40	29	22	7	11	7	4	1,331	1,069	563	506	262	108	154
Colquitt	26	26	14	12	.....	.....	.....	807	807	393	414	.....	.....	.....
Columbia	33	21	8	13	12	5	7	1,278	696	358	338	582	270	312
Coweta	86	46	18	28	40	25	15	5,310	2,357	1,228	1,129	2,953	1,528	1,425
Crawford	41	25	5	20	16	6	10	1,563	952	537	415	611	274	337
Dade	21	19	6	13	2	.....	2	1,186	1,136	578	558	50	30	20
Dawson (a)	29	28	19	9	1	.....	1	1,654	1,569	795	774	85	39	46
Decatur	109	60	28	32	49	21	28	4,309	2,041	1,057	984	2,268	1,123	1,145
Dekalb	78	56	27	29	22	.....	22	3,386	2,460	1,243	1,217	926	405	521
Dodge	45	28	17	11	17	10	7	2,285	1,526	810	716	759	343	416
Dooly	57	42	21	21	15	9	6	2,735	1,681	851	830	1,054	533	521
Dougherty	31	9	2	7	22	13	9	2,090	280	170	110	1,810	861	949
Douglas	51	38	32	6	13	6	7	2,270	1,768	924	844	502	246	256
Early	37	18	6	12	19	5	14	1,380	683	346	337	697	351	346
Echols	12	9	8	1	3	2	1	406	289	170	119	117	59	58
Effingham	34	24	14	10	10	5	5	1,050	735	379	356	315	164	151
Elbert	63	36	19	17	27	14	13	3,513	1,793	933	860	1,720	817	903
Emanuel (a)	83	58	39	19	25	17	8	3,335	2,225	1,140	1,085	1,110	570	540
Fannin	45	44	33	11	1	1	.....	2,502	2,467	1,292	1,175	35	17	18
Fayette	41	26	12	14	15	8	7	2,394	1,422	713	709	972	461	511
Floyd	123	74	27	47	49	19	30	6,375	3,401	1,786	1,615	2,974	1,353	1,621
Forsyth	54	46	30	16	8	7	1	2,908	2,567	1,387	1,180	341	160	181
Franklin (a)	58	47	31	16	11	7	4	3,554	2,766	1,523	1,243	788	434	354
Fulton (a)	43	28	19	9	15	10	5	10,656	7,446	3,544	3,902	3,210	1,534	1,676
Gilmer	56	55	33	22	1	1	.....	2,899	2,881	1,547	1,334	18	12	6
Glascock (a)	26	20	13	7	6	4	2	966	666	347	319	300	147	153
Glynn	37	18	2	16	19	6	13	1,648	610	287	323	1,038	497	541
Gordon	67	57	25	32	10	6	4	3,486	3,187	1,689	1,498	299	160	139
Greene	61	29	14	15	32	24	8	3,441	1,161	615	546	2,280	1,045	1,235
Gwinnett	92	70	48	22	22	14	8	4,981	4,074	2,251	1,823	907	496	411
Habersham	60	54	43	11	6	3	3	2,608	2,283	1,284	999	325	163	162
Hall	98	83	48	35	15	7	8	4,695	4,002	2,128	1,874	693	361	332
Hancock	60	36	8	28	24	18	6	2,598	998	463	535	1,600	716	884
Haralson	53	49	29	20	4	2	2	2,569	2,420	1,258	1,162	149	72	77
Harris	77	44	15	29	33	18	15	3,711	1,594	829	765	2,117	1,068	1,049
Hart	62	48	36	12	14	9	5	3,075	2,322	1,239	1,083	753	391	362
Heard	54	40	22	18	14	11	3	2,548	1,726	953	773	822	425	397
Henry (a)	61	34	23	11	27	18	9	3,591	1,807	994	813	1,784	844	940
Houston	72	37	13	24	35	20	15	3,103	1,061	549	512	2,042	974	1,068
Irwin	32	25	19	6	7	6	1	943	717	400	317	226	113	113
Jackson	266	179	102	77	87	49	38	4,866	3,304	1,803	1,501	1,562	800	762
Jasper	63	33	18	15	30	12	18	2,528	1,145	540	605	1,383	661	722
Jefferson	49	29	13	16	20	11	9	2,209	1,105	561	544	1,104	557	547

a Teachers estimated from number and race of schools.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

GEORGIA—Continued.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
Johnson	31	24	20	4	7	6	1	1,702	1,262	658	604	440	215	225
Jones	51	24	7	17	27	13	14	2,374	648	357	291	1,726	870	856
Laurens	71	43	29	14	28	19	9	2,628	1,503	678	825	1,125	512	613
Lee	28	8	5	3	20	12	8	1,627	317	196	121	1,310	650	660
Liberty	87	38	22	16	49	17	32	2,403	906	483	423	1,497	704	793
Lincoln	22	15	9	6	7	6	1	822	594	305	289	228	98	130
Lowndes	40	20	10	10	20	17	3	1,961	684	360	324	1,277	610	667
Lumpkin	37	33	29	4	4	3	1	1,818	1,674	896	778	144	79	65
McDuffie	40	20	12	8	20	12	8	1,593	717	375	342	876	427	449
McIntosh	30	8	2	6	22	10	12	1,520	208	88	120	1,312	576	736
Macon	32	15	11	4	17	10	7	2,086	797	404	393	1,289	556	733
Madison (a)	49	34	23	11	15	10	5	2,465	1,575	837	738	890	413	477
Marion	31	22	10	12	9	6	3	1,996	1,080	532	548	916	432	484
Meriwether	60	45	26	19	15	12	3	2,642	1,941	962	979	701	314	387
Miller	20	12	9	3	8	7	1	828	514	278	236	314	150	164
Milton	32	27	18	9	5	4	1	1,784	1,588	827	761	196	90	106
Mitchell	44	29	10	19	15	8	7	1,460	888	439	449	572	225	347
Monroe	76	37	15	22	39	19	20	3,869	1,479	761	718	2,390	1,104	1,286
Montgomery	55	41	25	16	14	12	2	1,575	1,183	621	562	392	210	182
Morgan	76	38	15	23	38	12	26	2,659	900	462	438	1,759	868	891
Murray	54	50	38	12	4	2	2	1,961	1,538	820	718	423	215	208
Muscogee	33	16	9	7	17	5	12	3,835	1,742	797	945	2,093	935	1,158
Newton	75	41	21	20	34	14	20	2,854	1,367	736	631	1,487	766	721
Oconee	36	21	14	7	15	6	9	1,616	870	461	409	746	380	366
Oglethorpe	60	29	17	12	31	19	12	2,849	1,157	605	552	1,692	820	872
Paulding (a)	53	44	29	15	9	6	3	2,996	2,675	1,479	1,196	321	155	166
Pickens	54	49	33	16	5		5	2,254	2,201	1,139	1,062	53	26	27
Pierce	33	27	21	6	6	3	3	1,227	939	517	422	288	125	163
Pike	54	30	16	14	24	12	12	3,724	2,132	1,118	1,014	1,592	769	823
Polk	65	47	25	22	18	10	8	2,935	2,012	1,012	1,000	923	444	479
Pulaski	31	17	7	10	14	6	8	2,144	1,213	594	619	931	425	506
Putnam	56	25	12	13	31	13	18	1,881	707	370	337	1,174	541	633
Quitman	17	7	2	5	10	7	3	792	278	136	142	514	262	252
Rabun	30	30	20	10				1,405	1,405	762	643			
Randolph	60	40	13	27	20	9	11	2,354	1,168	558	610	1,186	558	628
Richmond	120	81	29	52	39	15	24	6,077	3,182	1,239	1,943	2,895	1,319	1,576
Rockdale	29	17	9	8	12	3	9	1,763	1,044	567	477	719	373	346
Schley	21	12	6	6	9	6	3	1,203	606	315	291	597	287	310
Screven	69	47	27	20	22	14	8	2,467	1,570	849	721	897	415	482
Spalding	38	23	13	10	15	8	7	2,363	1,107	575	532	1,256	611	645
Stewart	59	22	10	12	37	19	18	3,115	831	450	381	2,284	1,109	1,175
Sumter	99	57	20	37	42	23	19	4,196	1,649	805	844	2,547	1,237	1,310
Talbot	33	19	7	12	14	10	4	1,939	822	432	390	1,117	533	584
Taliaferro	23	13	9	4	10	9	1	1,134	522	266	256	612	302	310
Tattnall	70	52	30	22	18	10	8	2,274	1,680	942	738	594	304	290
Taylor	30	22	13	9	8	3	5	1,755	1,208	627	581	547	244	303
Telfair (a)	29	20	13	7	9	6	3	893	570	296	274	323	161	162
Terrell	65	37	15	22	28	10	18	2,705	1,279	664	615	1,426	678	748
Thomas	72	46	28	18	26	22	4	4,463	2,159	1,081	1,078	2,304	1,154	1,150
Towns	22	22	17	5				1,242	1,242	686	556			
Troup	85	44	18	26	41	17	24	4,338	1,567	810	757	2,771	1,353	1,418
Twiggs	32	16	9	7	16	8	8	1,308	566	270	296	742	340	402
Union	47	45	40	5	2	2		2,475	2,424	1,303	1,121	51	23	28
Upson	50	30	10	20	20	7	13	2,352	1,284	693	591	1,068	518	550
Walker	75	65	35	30	10	4	6	3,371	2,999	1,671	1,328	372	195	177
Walton	87	57	34	23	30	15	15	3,994	2,558	1,393	1,165	1,436	687	749
Ware (a)	44	37	25	12	7	5	2	1,628	1,206	653	553	422	193	229
Warren (a)	48	26	17	9	22	15	7	2,132	901	443	458	1,231	585	646
Washington	131	80	28	52	51	20	31	5,088	2,424	1,254	1,170	2,664	1,292	1,372
Wayne (a)	43	29	19	10	14	9	5	1,310	829	402	427	481	240	241
Webster (a)	20	13	9	4	16	11	5	1,238	475	231	244	763	383	380
White	29	26	23	3	3	2	1	1,842	1,609	905	704	233	112	121
Whitfield	59	50	22	28	9	4	5	3,296	2,898	1,496	1,402	398	186	212
Wilcox	29	23	15	8	6	2	4	922	808	427	381	114	62	52
Wilkes	60	50	22	28	10	5	5	1,532	1,206	586	620	326	154	172
Wilkinson	57	36	14	22	21	9	12	1,835	1,145	540	605	690	310	380
Worth	43	31	16	15	12	8	4	1,195	696	362	334	499	257	242

a Teachers estimated from number and race of schools.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

IDAHO.

1880. Population ..... 32,610. Enrolled in public common schools 5,834
1890. Population ..... 84,385. Enrolled in public common schools 14,311
Gain of population ..... 158.77 per cent. Gain of enrollment in public common schools ..... 145.30 per cent.

PUBLIC COMMON SCHOOLS OF IDAHO FOR THE YEAR ENDED SEPTEMBER 1, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White. (a)			Colored.			Aggregate.	White. (b)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	389	389	181	208				14,311	14,311	6,943	7,368			
Ada	33	33	17	16				2,136	2,136	1,036	1,100			
Alturas	35	35	12	23				526	526	255	271			
Bear Lake	22	22	15	7				702	702	341	361			
Bingham	35	35	20	15				2,349	2,349	1,140	1,209			
Boise	17	17	6	11				454	454	220	234			
Cassia	26	26	17	9				917	917	445	472			
Custer	9	9	5	4				210	210	102	108			
Elmore	6	6	2	4				215	215	104	111			
Idaho	24	24	9	15				621	621	301	320			
Kootenai	9	9	3	6				254	254	123	131			
Latah	47	47	21	26				1,401	1,401	680	721			
Lemhi (c)	10	10	4	6				282	282	139	143			
Logan (c)	15	15	8	7				815	815	386	429			
Nez Perces	19	19	8	11				260	260	126	134			
Oneida (c)	30	30	13	17				1,064	1,064	550	514			
Owyhee	16	16	5	11				191	191	93	98			
Shoshone (c)	11	11	6	5				615	615	272	343			
Washington	25	25	10	15				1,299	1,299	630	669			

ILLINOIS.

1880. Population ..... 3,077,871. Enrolled in public common schools 704,041
1890. Population ..... 3,826,351. Enrolled in public common schools 778,319
Gain of population ..... 24.32 per cent. Gain of enrollment in public common schools ..... 10.55 per cent.

PUBLIC COMMON SCHOOLS OF ILLINOIS FOR THE YEAR ENDED JUNE 30, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White. (b)			Colored.			Aggregate.	White. (b)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	23,321	23,288	6,875	16,413	33	16	17	778,319	772,860	394,501	378,359	5,459	2,692	2,767
Adams	316	312	81	231	4	1	3	11,534	11,244	5,619	5,625	290	140	150
Alexander	63	45	13	32	18	7	11	2,975	1,982	985	997	993	522	471
Bond	125	125	56	69				4,298	4,298	2,166	2,132			
Boone	143	143	13	130				2,767	2,766	1,370	1,396	1	1	
Brown	110	110	34	76				3,059	3,059	1,533	1,526			
Bureau	344	344	77	267				8,090	8,090	4,014	4,076			
Calhoun	38	38	22	16				1,819	1,819	940	879			
Carroll	191	191	59	132				4,554	4,554	2,361	2,193			
Cass	109	109	35	74				3,817	3,817	1,938	1,879			
Champaign	357	357	123	234				11,293	11,278	5,826	5,452	15	7	8
Christian	234	234	104	130				7,919	7,919	4,160	3,759			
Clark	185	185	82	103				6,105	6,105	3,111	2,994			
Clay	140	140	69	71				4,674	4,673	2,481	2,192	1	1	
Clinton	89	89	38	51				3,545	3,529	1,941	1,588	16	8	8
Coles	244	244	101	143				7,924	7,875	3,946	3,929	49	18	31
Cook	3,251	3,251	262	2,989				150,901	149,625	74,445	75,180	1,276	635	641
Crawford	177	177	77	100				5,139	5,139	2,695	2,444			
Cumberland	151	151	64	87				4,568	4,568	2,319	2,249			
Dekalb	308	308	68	240				6,489	6,479	3,317	3,162	10	4	6
Dewitt	163	163	66	97				4,326	4,319	2,179	2,140	7	4	3
Douglas	158	158	67	91				4,743	4,743	2,412	2,331			
Dupage	126	126	31	95				4,199	4,191	2,190	2,001	8	4	4
Edgar	249	249	79	170				6,925	6,923	3,543	3,380	2	1	1
Edwards	75	75	26	49				2,774	2,774	1,470	1,304			
Effingham	111	111	57	54				4,305	4,305	2,195	2,110			
Fayette	190	190	105	85				6,612	6,610	3,451	3,159	2		2
Ford	190	190	52	138				4,595	4,595	2,330	2,265			
Franklin	110	110	82	28				5,171	5,171	2,722	2,449			
Fulton	344	344	109	235				10,590	10,590	5,341	5,249			
Gallatin	82	81	56	25	1	1		3,822	3,809	1,992	1,817	13	8	5

a Number of licensed teachers. b Includes unseparated colored. c Sex of pupils reported by late county superintendent.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

ILLINOIS—Continued.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White. (a)			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
Greene	147	147	51	96				6,192	6,181	3,181	3,000	11	7	4
Grundy	204	204	33	171				5,038	5,029	2,544	2,485	9	3	6
Hamilton	103	103	80	23				4,987	4,987	2,659	2,328			
Hancock	351	351	165	246				7,931	7,930	4,609	3,021	1		1
Hardin	34	34	27	7				1,939	1,841	1,000	841	98	55	43
Henderson	117	117	34	83				2,510	2,516	1,265	1,245			
Henry	364	364	73	291				7,610	7,582	3,911	3,671	28	16	12
Iroquois	369	369	104	265				9,249	9,249	4,863	4,386			
Jackson	155	152	79	73	3	2	1	6,983	6,822	3,477	3,345	161	92	69
Jasper	154	154	74	80				5,058	5,058	2,677	2,381			
Jefferson	161	161	84	77				6,031	5,976	3,026	2,950	55	27	28
Jersey	98	97	37	60	1	1		3,853	3,819	1,968	1,851	34	16	18
Jo Daviess	229	229	50	179				5,696	5,696	2,888	2,808			
Johnson	78	78	56	22				4,475	4,475	2,344	2,131			
Kane	345	345	50	295				11,590	11,520	5,832	5,688	70	34	36
Kankakee	266	266	55	211				6,455	6,455	3,422	3,033			
Kendall	116	116	23	93				2,541	2,541	1,332	1,209			
Knox	328	328	64	264				8,006	7,844	3,977	3,867	162	75	87
Lake	186	186	34	152				4,808	4,808	2,505	2,303			
Lasalle	567	567	102	465				15,947	15,933	8,064	7,869	14	8	6
Lawrence	133	133	61	72				4,176	4,160	2,151	2,009	16	6	10
Lee	283	283	73	210				6,802	6,800	3,561	3,239	2		2
Livingston	477	477	99	378				10,621	10,552	5,562	4,990	69	35	34
Logan	173	173	74	99				6,074	6,034	3,098	2,936	40	15	25
McDonough	243	243	61	182				7,157	7,119	3,623	3,496	38	20	18
McHenry	252	252	59	193				6,057	6,057	3,127	2,930			
McLean	496	496	130	366				13,568	13,493	6,747	6,746	75	37	38
Macon	227	227	88	139				8,360	8,180	4,179	4,001	120	45	75
Macoupin	273	273	119	154				9,641	9,641	4,969	4,672			
Madison	227	227	90	137				10,253	10,113	5,185	4,928	140	64	76
Marion	189	189	61	128				6,682	6,611	3,454	3,157	71	40	31
Marshall	143	143	39	104				3,089	3,089	1,536	1,553			
Mason	131	131	48	83				4,546	4,546	2,309	2,237			
Massac	65	65	22	43				3,134	3,134	1,637	1,497			
Menard	94	94	32	62				3,445	3,445	1,732	1,713			
Mercer	213	213	64	149				4,857	4,857	2,501	2,356			
Monroe	66	66	30	36				2,463	2,463	1,325	1,138			
Montgomery	230	230	82	148				8,373	8,322	4,256	4,066	51	29	22
Morgan	183	183	63	120				6,690	6,514	3,383	3,131	176	78	98
Moultrie	140	140	54	86				3,927	3,927	1,993	1,934			
Ogle	347	347	98	249				7,708	7,708	4,070	3,638			
Peoria	377	377	78	299				13,423	13,316	6,603	6,707	113	57	56
Perry	115	115	41	74				4,360	4,251	2,173	2,078	109	48	61
Piatt	177	177	73	104				4,893	4,893	2,538	2,355			
Pike	276	276	120	156				8,694	8,623	4,471	4,152	71	40	31
Pope	66	65	41	24	1	1		4,063	3,997	2,073	1,924	66	35	31
Pulaski	61	59	31	28	2	1	1	3,133	3,067	1,542	1,475	116	46	70
Putnam	48	48	10	38				1,219	1,219	627	592			
Randolph	140	140	52	88				5,415	5,389	2,753	2,636	26	8	18
Richland	135	135	49	86				4,519	4,519	2,317	2,202			
Rock Island	276	276	48	228				8,462	8,399	4,210	4,189	63	28	35
St. Clair	266	263	123	140	3	2	1	12,008	11,835	6,320	5,515	173	80	93
Saline	96	96	78	18				5,830	5,830	3,017	2,813			
Sangamon	343	343	124	219				12,235	11,735	5,857	5,878	500	243	257
Schuyler	145	145	34	111				4,613	4,613	2,351	2,262			
Scott	72	72	35	37				2,614	2,614	1,360	1,254			
Shelby	270	270	125	145				8,985	8,985	4,639	4,346			
Stark	115	115	33	82				2,451	2,451	1,301	1,150			
Stephenson	254	254	72	182				7,325	7,325	3,752	3,573			
Tazewell	197	197	53	144				7,155	7,155	3,686	3,469			
Union	101	101	61	40				5,801	5,801	3,050	2,751			
Vermilion	397	397	138	259				12,342	12,319	6,287	6,032	23	11	12
Wabash	88	88	47	41				3,235	3,235	1,649	1,586			
Warren	225	225	62	163				4,930	4,930	2,433	2,497			
Washington	115	115	45	70				4,224	4,224	2,130	2,094			
Wayne	248	248	109	139				7,116	7,116	3,661	3,455			
White	170	170	101	69				6,665	6,616	3,335	3,281	49	28	21
Whiteside	258	258	79	179				7,619	7,619	3,919	3,700			
Will	363	363	65	298				11,918	11,918	6,237	5,681			
Williamson	119	119	88	31				6,847	6,847	3,664	3,183			
Winnebago	298	298	41	257				7,377	7,351	3,650	3,701	26	13	13
Woodford	180	180	49	131				4,854	4,854	2,562	2,292			

a Includes unseparated colored.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

INDIANA.

1880. Population	1,978,301.	Enrolled in public common schools	512,201
1890. Population	2,192,404.	Enrolled in public common schools	505,516
Gain of population	10.82 per cent.	Loss of enrollment in public common schools	1.31 per cent.

PUBLIC COMMON SCHOOLS OF INDIANA FOR THE YEAR ENDED AUGUST 31, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White. (a)			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	13,285	13,236	6,706	6,530	49	21	28	505,516	501,433	257,731	243,702	4,083	1,901	2,182
Adams	112	112	70	42				5,029	5,029	2,764	2,265			
Allen	299	299	93	206				10,100	10,086	5,111	4,975	14	6	8
Bartholomew	143	143	80	63				5,630	5,630	2,833	2,797			
Benton	112	112	48	64				3,349	3,349	1,751	1,598			
Blackford	61	61	44	17				2,747	2,747	1,386	1,361			
Boone	162	162	104	58				6,913	6,913	3,637	3,276			
Brown	76	76	60	16				2,761	2,761	1,491	1,270			
Carroll	141	141	93	48				5,105	5,105	2,623	2,482			
Cass	161	161	73	88				6,039	6,014	3,081	2,933	25	15	10
Clark	158	151	69	82	7	3	4	6,284	5,910	2,967	2,943	374	185	189
Clay	154	154	94	60				7,918	7,918	4,010	3,908			
Clinton	146	146	99	47				7,149	7,149	3,758	3,391			
Crawford	88	88	70	18				4,791	4,791	2,545	2,246			
Daviess	142	142	94	48				6,414	6,414	3,337	3,077			
Dearborn	141	141	70	71				4,894	4,894	2,554	2,340			
Decatur	137	137	64	73				4,785	4,785	2,450	2,335			
Dekalb	141	141	63	78				5,356	5,356	2,794	2,562			
Delaware	166	166	92	74				7,156	7,072	3,590	3,482	84	41	43
Dubois	122	122	64	58				4,471	4,471	2,431	2,040			
Elkhart	228	228	94	134				9,266	9,262	4,524	4,738	4	1	3
Fayette	72	72	33	39				2,759	2,759	1,436	1,323			
Floyd	107	107	46	61				5,012	4,576	2,292	2,284	436	212	224
Fountain	141	141	82	59				4,931	4,931	2,494	2,437			
Franklin	115	115	53	62				4,367	4,367	2,167	2,200			
Fulton	117	117	63	54				4,282	4,282	2,221	2,061			
Gibson	141	141	89	52				6,249	6,249	3,269	2,980			
Grant	158	158	111	47				7,756	7,756	4,081	3,675			
Greene	174	174	104	70				6,655	6,655	3,421	3,234			
Hamilton	177	177	109	68				7,035	7,035	3,696	3,339			
Hancock	122	122	86	36				4,653	4,653	2,392	2,261			
Harrison	162	162	117	45				5,849	5,849	3,046	2,803			
Hendricks	143	143	78	65				5,436	5,436	2,838	2,598			
Henry	173	173	107	66				5,920	5,920	3,064	2,856			
Howard	126	126	81	45				6,099	6,099	3,139	2,960			
Huntington	145	145	87	58				6,505	6,505	3,371	3,134			
Jackson	150	150	77	73				5,676	5,676	2,895	2,781			
Jasper	104	104	45	59				3,133	3,133	1,636	1,497			
Jay	140	140	93	47				5,583	5,583	2,950	2,633			
Jefferson	148	148	58	90				6,428	6,428	3,225	3,203			
Jennings	122	122	63	59				4,233	4,233	2,190	2,043			
Johnson	132	132	66	66				4,653	4,653	2,358	2,295			
Knox	150	157	78	79	2	1	1	5,656	5,527	2,831	2,696	129	57	72
Kosciusko	210	210	110	100				7,712	7,712	3,985	3,727			
Lagrange	124	124	61	63				3,885	3,885	2,038	1,847			
Lake	141	141	38	103				4,495	4,495	2,287	2,208			
Laporte	185	185	48	137				6,229	6,224	3,117	3,107	5	3	2
Lawrence	124	124	58	66				5,354	5,354	2,719	2,635			
Madison	178	178	122	56				8,083	8,083	4,205	3,878			
Marion	499	485	77	408	14	3	11	23,014	21,537	10,479	11,058	1,477	632	845
Marshall	155	155	85	70				6,459	6,459	3,221	3,238			
Martin	102	102	69	33				4,120	4,120	2,065	2,055			
Miami	160	160	104	65				6,290	6,290	3,330	2,960			
Monroe	116	116	47	69				4,111	4,111	2,157	1,954			
Montgomery	196	196	87	109				6,886	6,886	3,567	3,319			
Morgan	135	135	73	62				4,029	4,029	2,059	1,970			
Newton	84	84	27	57				2,175	2,175	1,143	1,032			
Noble	193	193	75	118				5,253	5,253	2,791	2,462			
Ohio	34	34	17	17				1,296	1,296	652	644			
Orange	100	100	70	30				4,114	4,114	2,168	1,946			
Owen	116	116	83	33				4,136	4,136	2,175	1,961			
Parke	155	155	64	91				5,310	5,310	2,720	2,590			
Perry	127	127	75	52				4,362	4,362	2,153	2,209			
Pike	115	115	87	28				4,846	4,846	2,496	2,350			
Porter	128	128	43	85				4,076	4,076	2,162	1,914			
Posey	128	128	67	61				4,661	4,661	2,384	2,277			
Pulaski	106	106	63	43				3,313	3,313	1,594	1,719			
Putnam	168	168	71	97				5,237	5,237	2,743	2,494			
Randolph	184	184	106	78				7,419	7,419	3,855	3,564			
Ripley	126	126	72	54				4,763	4,763	2,545	2,218			
Rush	132	132	67	65				4,356	4,356	2,286	2,070			

a Includes unseparated colored.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

INDIANA—Continued.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White. (a)			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
St. Joseph	192	192	88	104				7,326	7,233	3,706	3,527	93	33	60
Scott	59	59	40	19				2,289	2,289	1,248	1,041			
Shelby	169	169	108	61				6,726	6,726	3,506	3,220			
Spencer	163	163	82	81				5,197	5,197	2,679	2,518			
Starke	65	65	43	22				2,056	2,056	1,062	994			
Steuben	110	110	27	83				3,449	3,449	1,725	1,724			
Sullivan	143	143	83	60				5,326	5,326	2,731	2,595			
Switzerland	93	93	34	59				3,362	3,362	1,700	1,662			
Tippecanoe	223	222	77	145	1	1		7,971	7,891	3,915	3,976	80	45	35
Tipton	103	103	83	20				4,870	4,870	2,551	2,319			
Union	49	49	23	26				1,791	1,791	930	861			
Vanderburg	227	208	49	159	19	8	11	8,544	7,662	3,906	3,756	882	450	432
Vermilion	88	88	39	49				3,192	3,192	1,624	1,568			
Vigo	244	238	66	172	6	5	1	9,545	9,291	4,695	4,596	254	118	136
Wabash	196	196	80	116				6,813	6,813	3,482	3,331			
Warren	102	102	33	69				2,878	2,878	1,469	1,409			
Warrick	142	142	104	38				5,522	5,522	2,892	2,630			
Washington	150	150	112	38				5,068	5,068	2,693	2,375			
Wayne	213	213	80	133				7,546	7,320	3,610	3,710	226	103	123
Wells	127	127	75	52				5,853	5,853	3,016	2,837			
White	137	13	77	60				4,474	4,474	2,377	2,097			
Whitley	142	142	73	69				4,707	4,707	2,469	2,238			

IOWA.

1880. Population ..... 1,624,615. Enrolled in public common schools 425,665
1890. Population ..... 1,911,896. Enrolled in public common schools 493,267
Gain of population ..... 17.68 per cent. Gain of enrollment in public common schools ..... 15.88 per cent.

PUBLIC COMMON SCHOOLS OF IOWA FOR THE YEAR ENDED SEPTEMBER 15, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White. (a)			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	26,567	26,567	5,460	21,107				493,267	491,997	251,157	240,840	1,270	624	646
Adair	355	355	84	271				4,138	4,138	2,183	1,955			
Adams	261	261	53	208				3,803	3,793	2,042	1,751	10	6	4
Allamakee	211	211	31	180				4,887	4,887	2,526	2,361			
Appanoose	243	243	76	167				5,393	5,378	2,732	2,640	15	11	4
Audubon	245	245	76	169				3,598	3,598	1,858	1,740			
Benton	369	369	85	284				5,959	5,958	3,096	2,862	1	1	
Blackhawk	317	317	61	256				6,386	6,386	3,142	3,244			
Boone	344	344	62	282				6,863	6,860	3,580	3,280	3	1	2
Bremer	193	193	30	163				3,601	3,598	1,790	1,808	3	1	2
Buchanan	243	243	53	190				5,048	5,048	2,679	2,369			
Buena Vista	249	249	41	208				3,756	3,750	1,959	1,791	6	2	4
Butler	325	325	61	264				4,350	4,350	2,158	2,192			
Calhoun	153	153	25	128				3,580	3,580	1,828	1,752			
Carroll	279	279	71	208				4,840	4,833	2,533	2,300	7	4	3
Cass	239	239	56	183				6,154	6,152	3,185	2,967	2	1	1
Cedar	295	295	54	241				4,776	4,768	2,390	2,378	8	5	3
Cerro Gordo	250	250	29	221				3,733	3,730	1,836	1,894	3	2	1
Cherokee	281	281	76	205				4,570	4,567	2,335	2,232	3	1	2
Chickasaw	214	214	34	180				4,307	4,307	2,221	2,086			
Clarke	213	213	34	179				3,066	3,066	1,522	1,544			
Clay	191	191	39	152				2,516	2,516	1,366	1,150			
Clayton	304	304	58	246				6,983	6,982	3,541	3,441	1	1	
Clinton	262	262	41	221				9,140	9,097	4,536	4,561	43	20	23
Crawford	268	268	67	201				5,617	5,616	2,848	2,768	1	1	
Dallas	332	332	74	258				6,369	6,366	3,192	3,174	3	2	1
Davis	188	188	64	124				4,488	4,471	2,241	2,230	17	9	8
Decatur	236	236	50	186				4,674	4,665	2,304	2,361	9	3	6
Delaware	276	276	42	234				4,434	4,434	2,336	2,098			
Des Moines	232	232	46	186				7,464	7,362	3,659	3,703	102	51	51
Dickinson	74	74	20	54				1,114	1,114	561	553			
Dubuque	249	249	39	210				8,543	8,506	4,283	4,223	37	16	21
Emmet	69	69	15	54				1,128	1,128	585	543			
Fayette	380	380	72	308				6,192	6,182	3,174	3,008	10	5	5
Floyd	238	238	31	207				4,132	4,132	2,084	2,048			
Franklin	245	245	40	205				3,739	3,732	1,928	1,804	7	4	3

a Includes unseparated colored.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

IOWA—Continued.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White. (a)			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
Fremont	285	285	65	220				4,402	4,400	2,377	2,023	2	1	1
Greene	347	347	56	291				4,572	4,572	2,334	2,238			
Grundy	217	217	46	171				3,627	3,625	1,814	1,811	2	2	
Guthrie	335	335	90	245				4,951	4,944	2,436	2,508	7	4	3
Hamilton	279	279	47	232				4,466	4,466	2,354	2,112			
Hancock	146	146	31	115				2,221	2,221	1,220	1,001			
Hardin	315	315	70	245				5,394	5,394	2,769	2,625			
Harrison	338	338	57	281				6,061	6,058	3,003	3,055	3		3
Henry	264	264	51	213				4,697	4,606	2,355	2,251	91	39	52
Howard	170	170	35	135				2,890	2,889	1,518	1,371	1	1	
Humboldt	179	179	25	154				2,705	2,704	1,342	1,362	1	1	
Ida	240	240	72	168				2,879	2,879	1,468	1,411			
Iowa	311	311	80	231				5,206	5,206	2,635	2,571			
Jackson	260	260	39	221				6,062	6,062	3,103	2,959			
Jasper	408	408	93	315				6,990	6,971	3,509	3,462	19	9	10
Jefferson	221	221	36	185				4,003	3,994	2,004	1,990	9	6	3
Johnson	448	448	56	392				5,778	5,778	3,090	2,688			
Jones	319	319	35	284				5,209	5,197	2,733	2,464	12	5	7
Keokuk	307	307	66	241				6,908	6,901	3,512	3,389	7	5	2
Kossuth	245	245	59	186				3,517	3,517	1,833	1,684			
Lee	248	248	60	188				6,907	6,657	3,413	3,244	250	111	139
Linn	493	493	62	431				11,125	11,073	5,689	5,384	52	28	24
Louisa	190	190	42	148				3,214	3,207	1,642	1,565	7	3	4
Lucas	197	197	41	156				4,107	4,031	2,085	1,946	76	44	32
Lyon	157	157	36	121				2,232	2,232	1,239	993			
Madison	301	301	75	226				4,700	4,700	2,333	2,367			
Mahaska	354	354	67	287				7,429	7,352	3,776	3,576	77	39	38
Marion	291	291	68	223				6,733	6,730	3,395	3,335	3	1	2
Marshall	353	353	73	280				6,496	6,496	3,367	3,129			
Mills	180	180	70	110				3,872	3,871	1,980	1,891	1	1	
Mitchell	206	206	46	160				3,608	3,608	1,809	1,799			
Monona	294	294	50	244				4,745	4,745	2,356	2,389			
Monroe	183	183	28	155				3,495	3,475	1,637	1,838	20	8	12
Montgomery	256	256	63	193				4,577	4,565	2,246	2,319	12	5	7
Muscatine	241	241	47	194				5,228	5,218	2,761	2,457	10	5	5
O'Brien	220	220	50	170				3,295	3,295	1,713	1,582			
Osceola	124	124	32	92				1,503	1,503	789	714			
Page	288	288	60	228				5,810	5,790	2,912	2,878	20	10	10
Palo Alto	171	171	30	141				2,568	2,568	1,173	1,395			
Plymouth	246	246	57	189				5,108	5,108	2,678	2,430			
Pocahontas	206	206	28	178				2,609	2,609	1,317	1,292			
Polk	522	522	93	429				13,914	13,837	6,749	7,088	77	40	37
Pottawattamie	561	561	99	462				10,017	9,998	5,132	4,866	19	11	8
Poweshiek	319	319	69	250				5,274	5,273	2,574	2,699	1		1
Ringgold	276	276	49	227				4,170	4,170	2,199	1,971			
Sac	270	270	62	208				4,092	4,092	2,173	1,919			
Scott	274	274	70	204				8,619	8,562	4,653	3,909	57	29	28
Shelby	302	302	98	204				5,061	5,061	2,646	2,415			
Sioux	277	277	62	215				4,300	4,300	2,229	2,071			
Story	304	304	80	224				5,106	5,106	2,506	2,600			
Tama	397	397	73	324				6,170	6,161	3,125	3,036	9	4	5
Taylor	294	294	70	224				5,049	5,030	2,594	2,436	19	9	10
Union	281	281	49	232				4,893	4,884	2,616	2,268	9	5	4
Van Buren	235	235	46	189				4,861	4,858	2,474	2,384	3	2	1
Wapello	249	249	47	202				7,277	7,206	3,602	3,604	71	36	35
Warren	298	298	67	231				5,592	5,586	2,806	2,780	6		6
Washington	305	305	33	272				4,642	4,626	2,330	2,296	16	7	9
Wayne	267	267	83	184				4,941	4,941	2,481	2,460			
Webster	331	331	57	274				5,925	5,925	2,978	2,947			
Winnebago	99	99	41	58				1,795	1,795	931	864			
Winneshiek	261	261	60	201				5,555	5,555	2,855	2,700			
Woodbury	407	407	78	329				8,998	8,988	4,513	4,475	10	6	4
Worth	160	160	41	119				2,548	2,548	1,337	1,211			
Wright	222	222	49	173				3,228	3,228	1,696	1,532			

a Includes unseparated colored.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

KANSAS.

1880. Population	996,096.	Enrolled in public common schools	246,128
1890. Population	1,427,096.	Enrolled in public common schools	399,322
Gain of population	43.27 per cent.	Gain of enrollment in public common schools	62.24 per cent.

PUBLIC COMMON SCHOOLS OF KANSAS FOR THE YEAR ENDED JUNE 30, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White. (a)			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	12,260	12,175	4,852	7,323	85	38	47	399,322	389,703	200,386	189,317	9,619	4,611	5,008
Allen (b)	112	112	54	58				4,518	4,448	2,345	2,103	70	30	40
Anderson (b)	146	145	50	95	1		1	4,213	4,113	2,122	1,991	100	60	40
Atchison (c)	139	129	52	77	10	2	8	5,833	5,102	2,641	2,461	731	325	406
Barber	99	99	40	59				2,504	2,504	1,279	1,225			
Barton	110	110	45	65				3,403	3,403	1,713	1,690			
Bourbon (d)	185	178	56	122	7	1	6	7,407	6,996	3,647	3,349	411	184	227
Brown (b)	107	107	42	65				5,748	5,628	2,954	2,674	120	60	60
Butler	223	223	102	121				7,457	7,457	3,832	3,625			
Chase	88	88	28	60				2,477	2,477	1,356	1,121			
Chautauqua (b)	133	133	63	70				4,496	4,436	2,264	2,172	60	30	30
Cherokee	150	150	63	87				8,331	8,331	4,172	4,159			
Cheyenne	80	80	25	55				1,278	1,278	665	613			
Clark	50	50	10	40				811	811	425	386			
Clay (e) (f)	150	150	60	90				5,254	5,254	2,609	2,645			
Cloud	146	146	61	85				5,760	5,745	3,023	2,722	15	10	5
Coffey (b)	142	142	50	92				5,326	5,266	2,703	2,563	60	30	30
Comanche	48	48	17	31				861	836	433	403	25	15	10
Cowley	181	181	110	71				6,590	6,448	3,355	3,093	142	68	74
Crawford (g)	186	186	79	107				6,296	6,083	3,113	2,970	213	123	90
Decatur	134	134	42	92				2,831	2,827	1,425	1,402	4	2	2
Dickinson (b)	156	156	76	80				6,356	6,296	3,301	2,995	60	30	30
Doniphan (b)	90	88	33	55	2	2		3,626	3,426	1,768	1,658	200	100	100
Douglas	142	139	42	97	3	1	2	5,848	5,321	2,699	2,622	527	260	267
Edwards (f)	47	47	19	28				1,146	1,146	575	571			
Elk	120	120	45	75				4,154	4,154	2,124	2,030			
Ellis	67	67	30	37				1,789	1,789	899	890			
Ellsworth (b)	97	97	25	72				3,144	3,114	1,612	1,502	30	16	14
Finney	48	48	13	35				423	423	216	207			
Ford	83	83	38	45				1,883	1,883	989	894			
Franklin (f)	141	141	56	85				5,809	5,809	2,968	2,841			
Garfield	34	34	15	19				389	388	201	187	1	1	
Geary	62	62	15	47				2,422	2,351	1,202	1,149	71	33	38
Gove (g)	56	56	20	36				902	902	477	425			
Graham	107	107	40	67				1,688	1,688	825	863			
Graut	36	36	14	22				562	547	287	260	15	8	7
Gray (h)	63	63	24	39				896	896	461	435			
Greeley (g)	26	26	13	13				398	398	208	190			
Greenwood	124	124	53	71				4,240	4,240	2,184	2,056			
Hamilton	31	31	14	17				645	622	299	323	23	11	12
Harper	113	113	46	67				3,870	3,870	1,943	1,927			
Harvey	123	123	45	78				4,686	4,686	2,395	2,291			
Haskell	37	37	18	19				352	352	206	146			
Hodgeman (b)	57	57	21	36				822	797	405	392	25	12	13
Jackson (b)	115	115	43	72				4,510	4,410	2,233	2,177	100	50	50
Jefferson	132	130	66	64	2	2		5,238	5,113	2,707	2,406	125	65	60
Jewell	190	190	90	100				6,483	6,481	3,280	3,201	2		2
Johnson	123	123	60	63				4,762	4,762	2,480	2,282			
Kearny	31	31	14	17				477	477	213	264			
Kingman (b)	97	97	57	40				2,760	2,705	1,416	1,289	55	25	30
Kiowa	53	53	21	32				1,064	1,060	592	468	4	3	1
Labette (c)	181	178	68	110	3	2	1	8,364	8,008	4,000	4,008	356	160	196
Lane	48	48	12	36				623	621	308	313	2	1	1
Leavenworth (c)	146	134	47	87	12	3	9	7,238	5,874	3,069	2,805	1,364	610	754
Lincoln	94	94	46	48				3,052	3,042	1,631	1,411	10	7	3
Linn (b)	154	154	79	75				5,097	4,847	2,434	2,413	250	125	125
Logan	59	59	22	37				891	891	482	409			
Lyon	186	186	60	126				6,346	6,346	3,269	3,077			
McPherson	152	152	72	80				5,690	5,680	3,003	2,677	10	5	5
Marion (b)	153	153	72	81				5,606	5,584	2,946	2,638	22	12	10
Marshall (c)	183	183	75	108				6,983	6,918	3,579	3,339	65	33	32
Meade (f) (h)	64	64	26	38				1,752	1,752	932	820			
Miami (b)	151	150	56	94	1	1		5,315	5,175	2,616	2,559	140	65	75
Mitchell	149	149	52	97				4,602	4,602	2,337	2,265			
Montgomery (g) (b)	174	174	80	94				7,233	6,833	3,411	3,422	400	200	200
Morris	107	105	43	62	2	2		3,430	3,325	1,697	1,628	105	59	46
Morton (d)	13	13	5	8				258	258	133	125			
Nemaha (g) (b)	170	170	50	120				6,047	5,977	3,064	2,913	70	30	40
Neosho (b)	146	146	68	78				5,781	5,665	2,894	2,771	116	54	62
Ness (i)	89	89	33	56				1,426	1,426	743	683			
Norton (g)	151	151	61	90				3,481	3,481	1,835	1,646			

a Includes unseparated colored.
b Number and sex of colored pupils estimated.
c Colored pupils partly estimated.
d Sex of teachers based on the report for 1889.
e Report for 1889.
f Sex of teachers estimated on ratio shown in rest of state.
g Teachers from report of county superintendent to Census Office.
h Pupils from report for 1889.
i Teachers from report for 1889.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

KANSAS—Continued.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White. (a)			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
Osage (b)	192	192	55	137				7,092	6,717	3,399	3,318	375	200	175
Osborne	164	164	53	111				4,038	4,023	2,146	1,877	15	7	8
Ottawa	117	117	41	76				3,937	3,910	2,052	1,858	27	12	15
Pawnee	78	78	25	53				1,733	1,733	900	833			
Phillips	184	184	80	104				4,503	4,503	2,351	2,152			
Pottawatomie (b)	146	146	57	89				5,286	5,226	2,724	2,502	60	35	25
Pratt (b)	90	90	31	59				2,748	2,676	1,406	1,270	72	43	29
Rawlins	106	106	70	36				2,103	2,103	1,078	1,025			
Reno	213	213	96	117				7,574	7,574	3,953	3,621			
Republic	177	177	60	117				5,798	5,798	3,036	2,762			
Rice (c)	132	132	53	79				3,856	3,856	1,983	1,873			
Riley (b)	110	108	52	56	2	1	1	3,803	3,723	1,964	1,759	80	35	45
Rooks	120	119	42	77	1	1		2,703	2,664	1,290	1,374	39	20	19
Rush	67	67	23	44				1,743	1,741	905	836	2		2
Russell	81	81	33	48				2,117	2,117	1,107	1,010			
Saline	127	127	54	73				4,476	4,400	2,280	2,120	76	25	51
Scott	34	34	14	20				371	371	193	178			
Sedgwick (b)	279	279	109	170				10,339	10,186	5,149	5,037	153	79	74
Seward	23	23	4	19				482	479	240	239	3	2	1
Shawnee (d)	237	216	66	150	21	12	9	10,690	9,340	4,563	4,777	1,350	641	709
Sheridan	90	90	20	70				1,343	1,343	690	653			
Sherman	105	105	60	45				1,362	1,362	733	629			
Smith	184	184	49	135				5,046	5,046	2,572	2,474			
Stafford (b)	104	104	60	44				2,786	2,686	1,427	1,259	100	50	50
Stanton	28	28	11	17				333	333	157	176			
Stevens (c)	30	30	12	18				451	451	224	227			
Sumner	266	266	121	145				9,315	9,308	4,740	4,568	7	4	3
Thomas	130	130	40	90				1,855	1,855	949	906			
Trego	48	48	18	30				879	879	470	409			
Wabaunsee (b)	95	95	46	49				3,409	3,259	1,743	1,516	150	75	75
Wallace (c)	44	44	20	24				587	587	304	283			
Washington (c)	221	221	73	148				6,505	6,505	3,409	3,096			
Wichita	54	54	16	38				684	684	376	308			
Wilson (b)	138	138	68	70				5,079	5,053	2,630	2,423	26	8	18
Woodson	92	92	32	60				2,862	2,852	1,469	1,383	10	3	7
Wyandotte (b)	174	156	46	110	18	8	10	9,481	8,506	4,150	4,356	975	460	515

a Includes unseparated colored.
b Number and sex of colored pupils estimated.
c Teachers from report of county superintendent to Census Office.
d Colored pupils partly estimated.
e Sex of teachers estimated on ratio shown in rest of state.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

KENTUCKY.

1880. Population	1,648,690.	Enrolled in public common schools	292,427
1890. Population	1,858,635.	Enrolled in public common schools	408,966
Gain of population	12.73 per cent.	Gain of enrollment in public common schools	39.85 per cent.

PUBLIC COMMON SCHOOLS OF KENTUCKY FOR THE YEAR ENDED JUNE 30, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	9,041	7,791	3,938	3,853	1,250	594	656	408,966	354,250	183,145	171,105	54,716	26,528	28,188
Adair	88	73	25	48	15	6	9	3,932	3,314	1,760	1,554	618	310	308
Allen	77	68	43	25	9	5	4	3,308	3,012	1,557	1,455	296	166	130
Anderson	48	44	23	21	4	2	2	2,272	2,062	1,165	897	210	130	80
Ballard	48	40	21	19	8	6	2	2,131	1,728	929	799	403	203	200
Barren	114	86	46	40	28	16	12	5,511	4,388	2,239	2,149	1,123	551	572
Bath	64	54	23	31	10	2	8	3,059	2,686	1,383	1,303	373	195	178
Bell	57	55	48	7	2	2	.....	1,914	1,843	953	890	71	39	32
Boone	57	49	20	29	8	2	6	2,316	2,120	1,050	1,070	196	96	100
Bourbon	73	43	11	32	30	17	13	2,675	1,390	673	717	1,285	639	655
Boyd	56	54	18	36	2	1	1	3,104	2,969	1,459	1,510	135	67	68
Boyle	48	33	8	25	15	6	9	2,313	1,405	745	660	908	460	448
Bracken	58	55	37	18	3	1	2	2,562	2,443	1,276	1,167	119	60	59
Breathitt	70	68	48	20	2	2	.....	2,546	2,481	1,321	1,160	65	35	30
Breckinridge	120	105	54	51	15	8	7	4,574	4,141	2,579	1,562	433	287	146
Bullitt	47	40	9	31	7	2	5	1,841	1,663	863	800	178	87	91
Butler	90	83	49	34	7	5	2	3,083	3,476	1,767	1,709	207	99	108
Caldwell	73	62	41	21	11	8	3	3,236	2,668	1,368	1,300	568	281	287
Calloway	81	72	26	46	9	5	4	4,310	3,961	1,985	1,976	349	184	165
Campbell	127	126	34	92	1	1	.....	7,025	6,950	3,461	3,489	75	35	40
Carlisle	40	37	19	18	3	2	1	1,891	1,766	906	860	125	68	57
Carroll	43	38	11	27	5	2	3	2,020	1,848	965	883	172	87	85
Carter	73	72	45	27	1	.....	1	4,178	4,143	2,143	2,000	35	20	15
Casey	73	68	39	29	5	1	4	2,812	2,689	1,344	1,345	123	57	66
Christian	169	108	36	72	61	31	30	7,104	3,907	2,133	1,774	3,197	1,506	1,691
Clark	65	48	18	30	17	7	10	2,698	1,932	946	986	766	366	400
Clay	85	81	53	28	4	4	.....	2,672	2,508	1,311	1,197	164	87	77
Clinton	39	36	21	15	3	3	.....	2,123	2,032	1,037	995	91	41	50
Crittenden	74	65	49	16	9	6	3	3,393	3,130	1,600	1,530	263	140	123
Cumberland	54	48	27	21	6	6	.....	2,484	2,217	1,129	1,088	267	137	130
Daviess	143	118	45	73	25	6	19	6,652	5,534	2,854	2,680	1,118	547	571
Edmonson	54	49	31	18	5	2	3	2,319	2,143	1,073	1,070	176	80	96
Elliott	52	52	32	20	.....	.....	.....	2,877	2,877	1,468	1,409	.....	.....	.....
Estill	56	54	32	22	2	.....	2	2,613	2,553	1,320	1,233	60	28	32
Fayette	101	73	10	63	28	10	18	4,720	3,177	1,550	1,627	1,543	625	918
Fleming	81	74	39	35	7	2	5	3,838	3,485	1,865	1,620	353	185	168
Floyd	78	77	56	21	1	1	.....	3,090	3,083	1,569	1,514	7	3	4
Franklin	79	62	24	38	17	3	14	3,790	3,007	1,467	1,540	783	361	422
Fulton	40	31	16	15	9	6	3	1,902	1,498	791	707	404	193	211
Gallatin	29	25	9	16	4	.....	4	1,164	1,045	566	479	119	54	65
Garrard	55	39	11	28	16	5	11	2,428	1,675	946	729	753	410	343
Grant	63	59	32	27	4	1	3	2,953	2,819	1,450	1,369	134	60	74
Graves	129	109	64	45	20	17	3	7,361	6,529	3,462	3,067	832	411	421
Grayson	102	99	51	48	3	3	.....	5,246	5,125	2,738	2,387	121	58	63
Green	68	52	26	26	16	9	7	2,765	2,174	1,216	958	591	301	290
Greenup	67	65	23	42	2	1	1	3,343	3,253	1,690	1,563	90	39	51
Hancock	50	45	27	18	5	1	4	2,280	2,109	1,060	1,049	171	87	84
Hardin	130	114	58	56	16	6	10	3,319	2,746	1,223	1,523	573	285	288
Harlan	57	55	53	2	2	2	.....	2,109	2,069	1,228	841	40	25	15
Harrison	85	73	37	36	12	6	6	3,523	3,068	1,603	1,465	455	239	216
Hart	94	81	51	30	13	8	5	4,557	3,892	1,970	1,922	645	397	338
Henderson	131	90	39	57	35	15	20	6,135	4,449	2,298	2,151	1,686	848	838
Henry	71	60	29	31	11	5	6	3,033	2,547	1,300	1,247	486	241	245
Hickman	55	44	22	22	11	6	5	3,020	2,515	1,264	1,251	505	258	247
Hopkins	114	97	47	50	17	8	9	5,422	4,727	2,403	2,324	695	347	348
Jackson	60	60	43	17	.....	.....	.....	2,357	2,357	1,294	1,063	.....	.....	.....
Jefferson	514	418	41	377	96	18	78	26,490	20,742	10,512	10,230	5,748	2,416	3,332
Jessamine	44	29	10	19	15	5	10	1,989	1,225	643	582	764	331	433
Johnson	66	66	54	12	.....	.....	.....	2,989	2,989	1,501	1,488	.....	.....	.....
Kenton	125	115	30	85	10	2	8	6,604	6,129	3,156	2,973	475	239	236
Knott	48	47	40	7	1	1	.....	1,481	1,449	852	597	32	20	12
Knox	80	74	49	25	6	3	3	4,131	3,978	2,071	1,907	153	89	64
Larue	58	52	27	25	6	4	2	2,296	2,126	1,132	994	170	81	89
Laurel	84	81	51	30	3	1	2	4,362	4,231	2,210	2,021	131	74	57
Lawrence	86	84	53	31	2	2	.....	5,982	5,910	3,426	2,484	72	41	31
Lee	36	34	17	17	2	2	.....	1,535	1,474	680	794	61	39	22
Leslie	48	48	30	18	.....	.....	.....	1,663	1,663	756	907	.....	.....	.....
Letcher	54	54	50	4	.....	.....	.....	2,191	2,191	1,330	861	.....	.....	.....
Lewis	85	83	38	45	2	.....	2	3,652	3,616	1,845	1,771	36	20	16
Lincoln	82	65	23	42	17	6	11	3,599	2,825	1,329	1,496	774	365	409
Livingston	58	54	32	22	4	3	1	2,614	2,425	1,296	1,129	189	81	108

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

KENTUCKY—Continued.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
Logan	132	98	38	60	34	12	22	5,042	3,743	2,075	1,668	1,299	666	633
Lyon	42	29	18	11	13	8	5	2,003	1,512	797	715	491	254	237
McCracken	80	60	22	38	20	11	9	4,417	3,308	1,598	1,710	1,109	553	556
McLean	55	51	20	31	4	2	2	2,774	2,637	1,394	1,243	137	85	52
Madison	104	71	22	49	33	14	19	4,424	3,139	1,698	1,531	1,285	644	641
Magoffin	62	61	49	12	1	.....	1	2,797	2,782	1,425	1,357	15	7	8
Marion	64	52	19	33	12	5	7	2,923	2,411	1,216	1,195	512	267	245
Marshall	57	55	38	17	2	1	1	3,034	2,948	1,498	1,450	86	46	40
Martin	30	30	23	7	.....	.....	.....	1,100	1,100	650	450	.....	.....	.....
Mason	85	66	24	42	19	10	9	3,602	2,833	1,313	1,520	769	369	400
Meade	77	66	38	28	11	7	4	2,786	2,396	1,253	1,143	390	189	201
Menifee	30	29	24	5	1	1	.....	1,389	1,373	755	618	16	8	8
Mercer	66	54	19	35	12	4	8	3,261	2,658	1,423	1,235	603	256	347
Metcalfe	60	53	24	29	7	7	.....	2,700	2,482	1,290	1,192	218	117	101
Monroe	74	65	45	20	9	8	1	3,206	2,985	1,645	1,340	221	105	116
Montgomery	48	34	10	24	14	5	9	2,413	1,709	902	807	704	355	349
Morgan	74	73	47	26	1	1	.....	3,120	3,101	1,591	1,510	19	7	12
Muhlenberg	105	89	43	46	16	6	10	4,313	3,771	1,994	1,777	542	244	298
Nelson	76	60	26	34	16	7	9	2,608	2,145	1,091	1,054	463	225	238
Nicholas	53	45	17	28	8	2	6	2,466	2,208	1,151	1,057	258	140	118
Ohio	125	116	77	39	9	4	5	6,168	5,851	2,819	3,032	317	142	175
Oldham	33	24	13	11	9	6	3	1,145	796	409	387	349	173	176
Owen	87	79	52	27	8	2	6	3,952	3,564	1,569	1,995	388	180	208
Owsley	41	41	23	18	.....	.....	.....	1,724	1,724	940	784	.....	.....	.....
Pendleton	80	77	45	32	3	2	1	4,041	3,950	1,995	1,955	91	46	45
Perry	47	46	42	4	1	1	.....	1,261	1,214	592	622	47	24	23
Pike	115	113	99	14	2	1	1	4,221	4,196	2,435	1,761	25	8	17
Powell	26	23	14	9	3	1	2	1,038	967	486	481	71	34	37
Pulaski	154	145	81	64	9	5	4	7,209	6,865	3,524	3,341	344	200	144
Robertson	26	24	11	13	2	1	1	1,710	1,645	700	945	65	30	35
Rockcastle	54	53	34	19	1	.....	1	2,507	2,466	1,515	951	41	14	27
Rowan	41	40	18	22	1	.....	1	1,650	1,626	824	802	24	12	12
Russell	55	52	42	10	3	1	2	2,308	2,258	1,242	1,016	50	25	25
Scott	70	50	22	28	20	11	9	2,865	1,964	990	974	901	432	469
Shelby	76	55	18	37	21	6	15	2,740	2,010	1,018	992	730	374	356
Simpson	54	42	27	15	12	9	3	2,565	1,882	970	912	683	338	345
Spencer	40	32	11	21	8	3	5	1,516	1,240	600	640	276	144	132
Taylor	60	50	26	24	10	8	2	2,822	2,130	1,015	1,115	692	315	377
Todd	79	55	35	20	24	17	7	3,847	2,272	1,186	1,086	1,575	771	804
Trigg	82	61	38	23	21	15	6	2,916	2,124	1,116	1,008	792	401	391
Trimble	36	33	15	18	3	.....	3	1,592	1,533	687	846	59	25	34
Union	84	72	26	46	12	9	3	3,941	3,341	1,760	1,581	600	286	314
Warren	135	100	53	47	35	22	13	6,594	4,831	2,436	2,395	1,763	826	937
Washington	72	60	19	41	12	4	8	3,269	2,935	1,451	1,484	334	163	171
Wayne	93	87	49	47	6	3	3	3,767	3,637	1,912	1,725	130	62	68
Webster	91	78	35	43	13	13	.....	4,625	4,073	2,009	2,064	552	263	289
Whitley	96	92	66	26	4	3	1	4,697	4,538	2,394	2,144	159	77	82
Wolfe	41	40	27	13	1	1	.....	1,880	1,852	895	957	28	13	15
Woodford	51	32	9	23	19	6	13	1,957	1,224	533	691	733	401	332

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

LOUISIANA.

1880. Population	939,946.	Enrolled in public common schools	81,012
1890. Population	1,118,587.	Enrolled in public common schools	124,372
Gain of population	19.01 per cent.	Gain of enrollment in public common schools	53.52 per cent.

PUBLIC COMMON SCHOOLS OF LOUISIANA FOR THE YEAR ENDED DECEMBER 31, 1889.

PARISHES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	2,678	1,922	718	1,204	756	513	243	124,372	74,988	38,619	36,369	49,384	24,999	24,385
Acadia	35	35	21	14	.....	.....	.....	836	836	501	335	.....	.....	.....
Ascension	39	22	8	14	17	14	3	1,700	779	386	393	921	481	440
Assumption	27	19	12	7	8	4	4	1,124	586	360	226	538	281	257
Avoyelles	55	34	18	16	21	18	3	2,617	1,377	874	503	1,240	670	570
Bienville	17	15	9	6	2	2	.....	915	769	433	336	146	67	79
Bossier	60	35	20	15	25	23	2	2,196	905	465	440	1,291	704	587
Caddo	65	30	9	21	35	26	9	2,410	865	470	395	1,545	747	798
Calcasieu	50	48	32	16	2	.....	2	1,951	1,886	1,033	853	65	31	34
Caldwell	19	12	5	7	7	6	1	2,275	1,100	570	530	1,175	570	605
Cameron	16	13	5	8	3	3	.....	372	308	157	151	64	27	37
Catahoula	55	41	24	17	14	6	8	1,825	1,341	728	613	484	250	234
Claiborne	85	57	26	31	28	17	11	3,766	2,532	1,320	1,212	1,234	660	574
Concordia	22	9	3	6	13	6	7	941	179	83	96	762	366	396
De Soto	77	53	13	40	24	12	12	2,530	1,329	664	665	1,201	538	663
East Baton Rouge	56	39	5	34	17	8	9	1,628	1,006	494	512	622	309	313
East Carroll	27	7	2	5	20	14	6	1,395	160	84	76	1,235	641	594
East Feliciana	43	28	5	23	15	7	8	1,292	507	248	259	785	369	416
Franklin	13	10	4	6	3	3	.....	355	220	102	118	135	68	67
Grant	32	27	14	13	5	3	2	1,333	998	545	453	335	161	174
Iberia	32	24	16	8	8	6	2	1,939	1,245	694	551	694	338	356
Iberville	50	17	1	16	33	21	12	1,965	349	179	170	1,616	805	811
Jackson	38	31	21	10	7	7	.....	1,426	1,024	556	468	402	216	186
Jefferson	21	21	2	19	.....	.....	.....	1,021	585	294	291	436	208	228
Lafayette	19	15	10	5	4	4	.....	574	374	230	144	200	124	76
Lafourche	47	36	17	19	11	10	1	1,940	1,302	692	610	638	318	320
Lincoln	67	47	27	20	20	11	9	2,579	1,761	866	895	818	408	410
Livingston	26	23	8	15	3	1	2	712	620	315	305	92	44	48
Madison	26	10	.....	10	16	11	5	1,230	159	68	91	1,071	536	535
Morehouse	49	29	10	19	20	20	.....	8,805	4,320	2,065	2,255	4,485	2,290	2,195
Natchitoches	41	33	16	17	8	7	1	6,835	5,006	2,581	2,425	1,829	1,014	815
Orleans	430	407	19	388	23	5	18	21,136	16,278	7,508	8,770	4,858	2,397	2,461
Ouachita	36	19	6	13	17	15	2	1,618	592	330	262	1,026	453	573
Plaquemines	38	23	10	13	15	5	10	1,369	670	398	272	699	378	321
Pointe Coupee	48	29	10	19	19	10	9	1,268	569	267	302	699	333	366
Rapides	78	65	28	37	13	10	3	2,797	2,261	1,162	1,099	536	268	268
Red River	35	23	11	12	12	7	5	1,219	641	331	310	578	297	281
Richland	21	14	6	8	7	7	.....	458	219	118	101	239	115	124
Sabine	28	22	13	9	6	5	1	3,318	2,732	1,343	1,389	586	296	290
St. Bernard	13	10	3	7	3	3	.....	371	170	86	84	201	110	91
St. Charles	15	6	.....	6	9	4	5	848	169	92	77	679	338	341
St. Helena	34	21	8	13	13	8	5	1,224	565	285	280	659	338	321
St. James	17	9	6	3	8	7	1	1,070	325	200	125	745	422	323
St. John the Baptist	17	11	7	4	6	4	2	810	362	212	150	448	264	184
St. Landry	54	40	9	31	14	10	4	1,847	1,166	671	495	681	374	307
St. Martin	23	16	11	5	7	5	2	987	611	375	236	376	219	157
St. Mary	61	24	5	19	37	26	11	2,748	720	356	364	2,028	1,029	999
St. Tammany	37	25	10	15	12	6	6	1,306	791	423	368	515	259	256
Tangipahoa	54	41	16	25	13	8	5	1,988	1,307	658	649	681	283	398
Tensas	36	10	3	7	26	18	8	1,791	171	85	86	1,620	790	830
Terrebonne	46	30	15	15	16	14	2	2,153	1,103	617	486	1,050	556	494
Union	88	62	34	28	26	16	10	3,312	2,068	1,057	1,011	1,244	655	589
Vermilion	25	21	16	5	4	4	.....	698	554	397	157	144	92	52
Vernon	49	46	36	10	3	3	.....	3,181	2,992	1,646	1,346	189	83	106
Washington	26	17	14	3	9	8	1	1,033	631	334	297	402	185	217
Webster	60	39	20	19	21	16	5	2,241	1,066	566	500	1,175	583	592
West Baton Rouge	16	11	4	7	5	4	1	396	236	107	129	160	82	78
West Carroll	22	17	12	5	5	5	.....	557	261	147	114	296	143	153
West Feliciana	27	11	1	10	16	8	8	921	215	114	101	706	356	350
Winn	35	33	22	11	2	2	.....	1,220	1,115	677	438	105	60	45

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

MAINE.

1880. Population ..... 648,936. Enrolled in public common schools 150,811
1890. Population ..... 661,086. Enrolled in public common schools 139,679
Gain of population ..... 1.87 per cent. Loss of enrollment in public common schools ..... 7.38 per cent.

PUBLIC COMMON SCHOOLS OF MAINE FOR THE YEAR ENDED APRIL 1, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	6,080	6,080	b1,412	c4,668				139,679	139,569	68,691	70,878	110	58	52
Androscoggin	314	314	56	258				7,771	7,764	3,831	3,933	7	4	3
Aroostook	515	515	98	417				13,313	13,313	6,907	6,406			
Cumberland	629	629	112	517				17,090	17,058	8,616	8,442	32	24	8
Franklin	239	239	61	178				4,052	4,052	2,015	2,037			
Hancock	400	400	115	285				9,579	9,579	4,543	5,036			
Kennebec	425	425	80	345				10,201	10,177	4,994	5,183	24	10	14
Knox	257	257	69	188				7,306	7,304	3,463	3,841	2	1	1
Lincoln	260	260	81	179				4,782	4,779	2,297	2,482	3	1	2
Oxford	441	441	125	316				7,356	7,352	3,577	3,775	4	3	1
Penobscot	684	684	146	538				14,885	14,874	7,386	7,488	d11	6	5
Piscataquis	182	182	38	144				3,551	3,551	1,699	1,852			
Sagadahoc	145	145	20	125				4,379	4,362	2,021	2,341	17	6	11
Somerset	368	368	72	296				6,910	6,910	3,570	3,340			
Waldo	385	385	132	253				6,533	6,529	3,162	3,367	4	2	2
Washington	384	384	102	282				11,003	10,999	5,514	5,485	4	1	3
York	452	452	105	347				10,968	10,966	5,096	5,870	2		2

MARYLAND.

1880. Population ..... 934,943. Enrolled in public common schools 149,981
1890. Population ..... 1,042,390. Enrolled in public common schools 184,251
Gain of population ..... 11.49 per cent. Gain of enrollment in public common schools ..... 22.85 per cent.

PUBLIC COMMON SCHOOLS OF MARYLAND FOR THE YEAR ENDED JULY 31, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	3,826	3,346	858	2,488	480	207	273	184,251	148,224	76,288	71,936	36,027	17,932	18,095
Allegany	165	160	28	132	5	2	3	8,357	8,099	3,978	4,121	258	138	120
Anne Arundel (e)	117	81	16	65	36	9	27	4,666	2,675	1,377	1,298	1,991	991	1,000
Baltimore	243	204	64	140	39	15	24	11,302	9,788	5,273	4,515	1,514	779	735
Baltimore city	1,187	1,171	111	1,060	16	3	13	63,545	54,247	27,117	27,130	9,298	4,234	5,064
Calvert	43	26	7	19	17	6	11	2,099	1,111	598	513	988	560	422
Caroline	80	60	7	53	20	13	7	3,733	2,676	1,458	1,218	1,057	604	453
Carroll	152	144	88	56	8	2	6	6,836	6,386	3,347	3,039	450	237	213
Cecil (e)	134	120	13	107	14	5	9	5,538	4,800	2,471	2,329	738	367	371
Charles	67	42	20	22	25	9	16	2,956	1,586	859	727	1,370	642	728
Dorchester	143	105	41	64	38	24	14	5,496	3,665	1,904	1,761	1,831	952	879
Frederick	215	188	98	90	27	15	12	10,345	9,051	4,942	4,109	1,294	659	635
Garrett	110	110	57	53				3,473	3,441	1,812	1,629	32	8	24
Harford	136	114	18	96	22	7	15	5,999	4,839	2,421	2,418	1,160	628	532
Howard (e)	62	47	11	36	15	6	9	3,053	2,276	1,171	1,105	777	387	390
Kent	78	61	13	48	17	7	10	3,692	2,354	1,253	1,101	1,338	698	640
Montgomery (e)	104	76	33	43	28	14	14	5,737	3,773	1,942	1,831	1,964	978	986
Prince George (e)	83	57	14	43	26	8	18	4,724	2,737	1,409	1,328	1,987	989	998
Queen Anne	81	63	19	44	18	10	8	4,204	2,964	1,591	1,373	1,240	702	538
Saint Mary	65	47	25	22	18	8	10	2,796	1,585	864	721	1,211	580	631
Somerset	95	72	11	61	23	9	14	4,466	2,930	1,427	1,503	1,536	741	795
Talbot	82	65	14	51	17	6	11	4,085	2,760	1,436	1,324	1,325	691	634
Washington	206	192	107	85	14	7	7	8,719	8,175	4,496	3,679	544	299	245
Wicomico	85	67	25	42	18	11	7	4,473	3,440	1,667	1,773	1,033	525	508
Worcester	93	74	18	56	19	11	8	3,957	2,866	1,475	1,391	1,091	543	548

a Includes unseparated colored.
b Number of male teachers employed in fall and winter terms.
c Number of female teachers employed in spring and summer terms.
d Indians.
e Sex calculated by the ratio shown in the rest of the state.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

MASSACHUSETTS.

1880. Population ..... 1,783,085. Enrolled in public common schools 316,630
1890. Population ..... 2,238,943. Enrolled in public common schools 371,492
Gain of population ..... 25.57 per cent. Gain of enrollment in public common schools ..... 17.33 per cent.

PUBLIC COMMON SCHOOLS OF MASSACHUSETTS FOR THE YEAR ENDED MAY 1, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	10,324	10,317	1,017	9,300	7	.....	7	371,492	368,899	187,478	181,421	2,593	1,257	1,336
Barnstable	222	222	48	174	.....	.....	.....	5,377	5,365	2,795	2,570	12	9	3
Berkshire	562	562	64	498	.....	.....	.....	15,826	15,618	7,679	7,939	208	102	106
Bristol	827	827	63	764	.....	.....	.....	29,956	29,647	15,112	14,535	309	133	176
Dukes	32	32	6	26	.....	.....	.....	637	590	263	327	47	24	23
Essex	1,186	1,185	90	1,095	1	.....	1	45,210	45,065	22,349	22,716	145	74	71
Franklin	395	395	32	363	.....	.....	.....	7,556	7,551	3,864	3,687	5	3	2
Hampden	669	668	57	611	1	.....	1	20,656	20,420	10,474	9,946	236	116	120
Hampshire	405	405	34	371	.....	.....	.....	9,725	9,710	4,750	4,960	15	7	8
Middlesex	1,853	1,853	163	1,690	.....	.....	.....	73,109	72,977	37,763	35,214	132	67	65
Nantucket	14	14	1	13	.....	.....	.....	375	369	154	215	6	3	3
Norfolk	621	621	86	535	.....	.....	.....	21,954	21,917	10,825	11,092	37	18	19
Plymouth	531	531	62	469	.....	.....	.....	15,962	15,926	8,113	7,813	36	17	19
Suffolk	1,486	1,483	178	1,305	3	.....	3	75,153	74,001	38,855	35,146	1,152	560	592
Worcester	1,521	1,519	133	1,386	2	.....	2	49,996	49,743	24,482	25,261	253	124	129

MICHIGAN.

1880. Population ..... 1,636,937. Enrolled in public common schools 362,459
1890. Population ..... 2,093,889. Enrolled in public common schools 427,032
Gain of population ..... 27.92 per cent. Gain of enrollment in public common schools ..... 17.82 per cent.

PUBLIC COMMON SCHOOLS OF MICHIGAN FOR THE YEAR ENDED SEPTEMBER 1, 1890.

COUNTIES.	TEACHERS.							PUPILS (BETWEEN 5 AND 20 YEARS OF AGE).						
	Aggregate.	White. (a)			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	15,990	15,990	3,561	12,429	.....	.....	.....	427,032	425,325	216,470	208,855	b1,707	898	809
Alcona	31	31	13	18	.....	.....	.....	1,998	1,008	533	475	.....	.....	.....
Alger	13	13	3	10	.....	.....	.....	212	199	81	118	c13	8	5
Allegan	399	399	92	307	.....	.....	.....	9,455	9,403	4,814	4,589	b52	33	19
Alpena	82	82	5	77	.....	.....	.....	2,486	2,486	1,201	1,285	.....	.....	.....
Antrim	133	133	37	96	.....	.....	.....	2,502	2,501	1,206	1,295	1	1	.....
Arenac	38	38	10	28	.....	.....	.....	1,277	1,262	596	666	c15	8	7
Baraga	17	17	4	13	.....	.....	.....	750	745	361	384	5	3	2
Barry	324	324	97	227	.....	.....	.....	5,934	5,928	3,069	2,859	6	3	3
Bay	211	211	27	184	.....	.....	.....	9,770	9,718	4,910	4,808	b52	29	23
Benzie	81	81	12	69	.....	.....	.....	1,405	1,391	720	671	14	2	12
Berrien	340	340	81	259	.....	.....	.....	9,371	9,331	4,808	4,523	40	23	17
Branch	329	329	80	249	.....	.....	.....	6,119	6,107	2,865	3,242	12	5	7
Calhoun	412	412	84	328	.....	.....	.....	9,161	9,089	4,942	4,147	72	45	27
Cass	249	249	78	171	.....	.....	.....	4,899	4,746	2,514	2,232	144	82	62
Charlevoix	119	119	27	92	.....	.....	.....	2,321	2,310	1,123	1,187	c11	5	6
Cheboygan	80	80	22	58	.....	.....	.....	2,295	2,287	1,231	1,056	8	3	5
Chippewa	59	59	21	38	.....	.....	.....	2,168	2,163	1,151	1,012	5	5	.....
Clare	74	74	13	61	.....	.....	.....	1,477	1,472	741	731	5	2	3
Clinton	272	272	73	199	.....	.....	.....	5,977	5,972	3,011	2,961	5	4	1
Crawford	56	56	12	44	.....	.....	.....	599	599	300	299	.....	.....	.....
Delta	70	70	13	57	.....	.....	.....	2,530	2,530	1,225	1,305	.....	.....	.....
Eaton	361	361	86	275	.....	.....	.....	7,788	7,782	3,903	3,879	6	4	2
Emmet	95	95	16	79	.....	.....	.....	1,663	1,547	739	808	b116	64	52
Genesee	373	373	88	285	.....	.....	.....	8,867	8,824	4,285	4,539	b43	20	23
Gladwin	38	38	6	32	.....	.....	.....	725	725	351	374	.....	.....	.....
Gogebic	28	28	4	24	.....	.....	.....	1,740	1,738	879	859	2	1	1
Grand Traverse	128	128	19	109	.....	.....	.....	2,917	2,909	1,557	1,352	b8	4	4
Gratiot	298	298	78	220	.....	.....	.....	7,470	7,458	3,791	3,667	12	5	7
Hillsdale	402	402	115	287	.....	.....	.....	6,936	6,936	3,501	3,435	.....	.....	.....
Houghton	135	135	21	114	.....	.....	.....	6,560	6,558	3,177	3,381	2	.....	2
Huron	135	135	42	93	.....	.....	.....	6,500	6,500	3,359	3,141	.....	.....	.....
Ingham	375	375	83	292	.....	.....	.....	8,186	8,114	4,071	4,043	72	27	45
Ionia	315	315	73	242	.....	.....	.....	7,404	7,398	3,866	3,532	6	3	3
Iosco	66	66	5	61	.....	.....	.....	2,232	2,230	1,116	1,114	2	1	1
Iron	19	19	2	17	.....	.....	.....	847	847	508	339	.....	.....	.....

a Includes unseparated colored. b Part Indians. c Indians.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

MICHIGAN—Continued.

COUNTIES.	TEACHERS.							PUPILS (BETWEEN 5 AND 20 YEARS OF AGE).						
	Aggregate.	White. (a)			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
Isabella	192	192	49	143				4,446	4,407	2,221	2,186	b39	21	18
Jackson	435	435	93	342				9,203	9,090	4,422	4,668	113	57	56
Kalamazoo	360	360	66	294				7,897	7,801	4,054	3,747	96	44	52
Kalkaska	93	93	24	69				1,286	1,286	683	603			
Kent	690	690	105	585				21,711	21,703	10,908	10,795	8	4	4
Keweenaw	13	13	4	9				531	531	259	272			
Lake	65	65	20	45				1,440	1,440	705	735			
Lapeer	248	248	68	180				7,559	7,556	3,823	3,733	3	1	2
Leelanaw	80	80	13	67				1,781	1,696	874	822	b85	41	44
Lenawee	480	480	108	372				10,196	10,167	5,242	4,925	29	17	12
Livingston	302	302	87	215				5,266	5,266	2,580	2,686			
Luce	13	13	2	11				352	352	164	188			
Mackinac	56	56	12	44				1,470	1,441	757	684	c29	20	9
Macomb	185	185	47	138				6,266	6,263	3,155	3,108	3	3	
Manistee	139	139	31	108				4,317	4,311	2,305	2,006	6	4	2
Manitou	7	7		7				221	221	109	112			
Marquette	128	128	20	108				6,618	6,601	3,313	3,288	17	6	11
Mason	118	118	24	94				4,113	4,092	2,213	1,879	b21	13	8
Mecosta	177	177	30	147				5,023	4,912	2,565	2,347	111	56	55
Menominee	114	114	14	100				5,132	5,128	2,692	2,436	4	2	2
Midland	110	110	18	92				2,604	2,598	1,340	1,258	6	1	5
Missaukee	74	74	23	51				1,072	1,072	511	561			
Monroe	269	269	72	197				7,071	7,056	3,707	3,349	15	9	6
Montcalm	331	331	54	277				7,873	7,864	3,884	3,980	9	5	4
Montmorency	33	33	9	24				322	322	172	150			
Muskegon	264	264	40	224				9,446	9,440	4,732	4,708	6	3	3
Newaygo	204	204	37	167				4,680	4,657	2,404	2,253	b23	13	10
Oakland	412	412	97	315				8,813	8,798	4,405	4,393	15	7	8
Oceana	170	170	46	124				4,088	4,067	2,041	2,026	b21	12	9
Ogemaw	59	59	15	44				1,124	1,124	565	559			
Ontonagon	28	28	9	19				635	635	335	300			
Osceola	157	157	31	126				3,870	3,867	1,991	1,876	3	2	1
Oscoda	40	40	12	28				348	346	172	174	2	2	
Otsego	67	67	17	50				951	951	472	479			
Ottawa	251	251	57	194				9,041	9,028	4,621	4,407	13	7	6
Presque Isle	39	39	25	14				896	890	472	418	6	3	3
Roscommon	29	29	3	26				393	393	233	160			
Saginaw	414	414	83	331				15,536	15,520	7,954	7,566	16	7	9
St. Clair	300	300	52	248				11,062	11,058	5,791	5,267	4	2	2
St. Joseph	301	301	65	236				6,013	5,987	2,987	3,000	26	16	10
Sanilac	190	190	81	109				8,650	8,646	4,453	4,193	4	2	2
Schoolcraft	33	33	13	20				583	583	291	292			
Shiawassee	287	287	75	212				7,268	7,265	3,667	3,598	3	1	2
Tuscola	248	248	65	183				7,903	7,892	4,062	3,830	11	5	6
Van Buren	334	334	89	245				7,571	7,459	3,765	3,694	112	61	51
Washtenaw	401	401	95	306				8,916	8,825	4,529	4,296	91	48	43
Wayne	762	762	95	667				31,250	31,228	15,994	15,234	22	12	10
Wexford	131	131	24	107				2,692	2,686	1,371	1,315	6	1	5

a Includes unseparated colored. b Part Indians. c Indians.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

MINNESOTA.

1880. Population	780,773.	Enrolled in public common schools	186,544
1890. Population	1,301,826.	Enrolled in public common schools	281,859
Gain of population	66.74 per cent.	Gain of enrollment in public common schools	51.10 per cent.

PUBLIC COMMON SCHOOLS OF MINNESOTA FOR THE YEAR ENDED JULY 31, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White. (a)			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	8,947	8,945	2,114	6,831	2	.....	2	281,859	281,676	145,249	136,427	183	93	90
Aitkin	14	14	2	12	.....	.....	.....	385	385	193	192	.....	.....	.....
Anoka	89	89	7	73	.....	.....	.....	2,414	2,407	1,181	1,226	7	3	4
Becker	90	90	38	52	.....	.....	.....	2,608	2,608	1,321	1,287	.....	.....	.....
Benton	35	35	7	28	.....	.....	.....	1,259	1,259	643	616	.....	.....	.....
Bigetone	69	60	8	52	.....	.....	.....	1,459	1,458	793	665	1	b1	.....
Blue Earth	216	216	45	171	.....	.....	.....	6,838	6,837	3,422	3,415	1	1	.....
Brown	92	92	45	47	.....	.....	.....	3,669	3,660	1,947	1,713	.....	.....	.....
Carlton	18	18	6	12	.....	.....	.....	719	710	367	343	.....	.....	.....
Carver	81	81	30	51	.....	.....	.....	3,244	3,244	1,747	1,497	.....	.....	.....
Cass	9	9	1	8	.....	.....	.....	277	277	138	139	.....	.....	.....
Chippewa	79	79	22	57	.....	.....	.....	2,164	2,164	1,127	1,037	.....	.....	.....
Chisago	58	58	16	42	.....	.....	.....	2,493	2,493	1,276	1,217	.....	.....	.....
Clay	90	90	18	72	.....	.....	.....	2,421	2,421	1,205	1,216	.....	.....	.....
Cottonwood	86	86	28	58	.....	.....	.....	1,781	1,780	960	820	1	1	.....
Crow Wing	59	59	8	51	.....	.....	.....	1,904	1,904	964	940	.....	.....	.....
Dakota	187	187	37	150	.....	.....	.....	4,308	4,308	2,331	1,977	.....	.....	.....
Dodge	130	130	c35	c95	.....	.....	.....	2,981	2,981	1,484	1,497	.....	.....	.....
Douglas	94	94	25	69	.....	.....	.....	3,779	3,779	1,922	1,857	.....	.....	.....
Faribault	235	235	41	194	.....	.....	.....	4,589	4,589	2,373	2,216	.....	.....	.....
Fillmore	280	280	c80	c200	.....	.....	.....	7,543	7,543	3,863	3,680	.....	.....	.....
Freeborn	169	169	39	130	.....	.....	.....	5,137	5,137	2,686	2,451	.....	.....	.....
Goodhue	223	223	62	161	.....	.....	.....	7,465	7,465	3,824	3,641	.....	.....	.....
Grant	58	58	9	49	.....	.....	.....	1,727	1,727	928	799	.....	.....	.....
Hennepin	734	734	193	631	.....	.....	.....	27,030	27,030	13,933	13,997	4	3	1
Houston	132	132	36	96	.....	.....	.....	3,922	3,922	2,105	1,817	.....	.....	.....
Hubbard	16	16	4	12	.....	.....	.....	496	496	193	213	.....	.....	.....
Isanti	58	58	4	54	.....	.....	.....	2,037	2,037	1,082	955	.....	.....	.....
Itasca	1	1	.....	1	.....	.....	.....	20	20	8	12	.....	.....	.....
Jackson	110	110	34	76	.....	.....	.....	2,376	2,375	1,241	1,134	1	1	.....
Kanabec	23	23	.....	23	.....	.....	.....	382	377	221	156	5	2	3
Kandiyohi	96	96	c28	c68	.....	.....	.....	2,983	2,983	1,589	1,394	.....	.....	.....
Kittson	30	30	14	16	.....	.....	.....	1,000	1,000	524	476	.....	.....	.....
Lac qui Parle	62	62	17	45	.....	.....	.....	2,715	2,715	1,496	1,219	.....	.....	.....
Lake	4	4	2	2	.....	.....	.....	155	155	71	84	.....	.....	.....
Leseueur	151	151	45	106	.....	.....	.....	4,997	4,997	2,511	2,486	.....	.....	.....
Lincoln	67	67	22	45	.....	.....	.....	1,557	1,557	839	718	.....	.....	.....
Lyon	110	110	c15	c95	.....	.....	.....	2,971	2,971	1,628	1,343	.....	.....	.....
McLeod	119	119	38	81	.....	.....	.....	4,794	4,794	2,377	2,327	.....	.....	.....
Marshall	43	43	18	25	.....	.....	.....	2,189	2,189	1,159	1,021	.....	.....	.....
Martin	106	106	30	76	.....	.....	.....	2,491	2,491	1,256	1,235	.....	.....	.....
Meeker	134	134	33	101	.....	.....	.....	4,508	4,508	2,244	2,264	.....	.....	.....
Millelaes	20	20	4	16	.....	.....	.....	563	563	284	279	.....	.....	.....
Morrison	81	81	17	64	.....	.....	.....	2,957	2,957	1,551	1,406	.....	.....	.....
Mower	193	193	34	159	.....	.....	.....	4,684	4,684	2,372	2,312	.....	.....	.....
Murray	94	94	19	75	.....	.....	.....	2,087	2,087	1,113	974	.....	.....	.....
Nicollet	75	75	18	57	.....	.....	.....	3,018	3,018	1,698	1,320	.....	.....	.....
Nobles	119	110	27	83	.....	.....	.....	2,258	2,258	1,181	1,077	.....	.....	.....
Norman	92	92	36	56	.....	.....	.....	2,729	2,729	1,478	1,251	.....	.....	.....
Olmsted	179	179	35	144	.....	.....	.....	4,959	4,957	2,561	2,396	2	1	1
Ottertail	256	256	72	184	.....	.....	.....	9,463	9,463	5,913	4,459	.....	.....	.....
Pine	23	23	7	16	.....	.....	.....	776	776	410	366	.....	.....	.....
Pipestone	74	74	14	60	.....	.....	.....	1,506	1,506	792	714	.....	.....	.....
Polk	228	228	43	185	.....	.....	.....	7,446	7,446	3,891	3,555	.....	.....	.....
Pope	107	107	49	58	.....	.....	.....	2,625	2,625	1,361	1,264	.....	.....	.....
Ramsey	595	593	c95	c498	2	.....	2	17,567	17,447	8,718	8,729	120	58	62
Redwood	68	68	14	54	.....	.....	.....	2,519	2,515	1,301	1,214	4	2	2
Renville	125	125	30	95	.....	.....	.....	4,895	4,895	2,429	2,376	.....	.....	.....
Rice	181	181	33	148	.....	.....	.....	5,988	5,978	3,067	2,911	10	5	5
Rock	74	74	18	56	.....	.....	.....	1,770	1,770	935	835	.....	.....	.....
St. Louis	124	124	20	104	.....	.....	.....	4,597	4,591	2,379	2,212	6	4	2
Scott	77	77	26	51	.....	.....	.....	2,630	2,628	1,379	1,249	2	1	1
Sherburne	54	54	11	43	.....	.....	.....	1,377	1,377	697	680	.....	.....	.....
Sibley	99	90	34	56	.....	.....	.....	3,723	3,723	2,070	1,653	.....	.....	.....
Stearns	174	174	89	85	.....	.....	.....	8,241	8,239	4,945	4,104	2	1	1
Steele	113	113	c20	c93	.....	.....	.....	3,419	3,419	1,749	1,679	.....	.....	.....
Stevens	69	69	9	69	.....	.....	.....	1,395	1,395	737	658	.....	.....	.....
Swift	82	82	34	48	.....	.....	.....	2,953	2,953	1,538	1,415	.....	.....	.....
Todd	103	103	40	63	.....	.....	.....	3,435	3,435	1,810	1,625	.....	.....	.....
Traverse	49	49	8	41	.....	.....	.....	1,164	1,164	618	546	.....	.....	.....
Wabasha	157	157	40	117	.....	.....	.....	4,569	4,569	2,338	2,231	.....	.....	.....
Wadena	46	46	7	39	.....	.....	.....	1,108	1,108	517	591	.....	.....	.....
Waseca	118	118	6	112	.....	.....	.....	3,696	3,696	1,854	1,842	.....	.....	.....
Washington	137	137	23	114	.....	.....	.....	4,772	4,755	2,325	2,430	17	9	8
Watonwan	58	58	13	45	.....	.....	.....	1,843	1,843	956	887	.....	.....	.....
Wilkin	38	38	7	31	.....	.....	.....	1,117	1,117	579	538	.....	.....	.....
Winona	202	202	37	165	.....	.....	.....	7,402	7,402	3,508	3,894	.....	.....	.....
Wright	166	166	42	124	.....	.....	.....	6,324	6,324	3,280	3,044	.....	.....	.....
Yellow Medicine	76	76	31	45	.....	.....	.....	2,790	2,790	1,552	1,238	.....	.....	.....

a Includes unseparated colored. *b* Indian. *c* Estimated in report.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

MISSISSIPPI.

1880. Population ..... 1,131,597. Enrolled in public common schools 237,065
1890. Population ..... 1,289,600. Enrolled in public common schools 334,168
Gain of population ..... 13.96 per cent. Gain of enrollment in public common schools ..... 40.96 per cent.

PUBLIC COMMON SCHOOLS OF MISSISSIPPI FOR THE YEAR ENDED OCTOBER 1, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	7,490	4,269	1,812	2,457	3,221	1,895	1,326	334,168	150,968	77,610	73,358	183,200	89,857	93,343
Adams	87	27	4	23	60	8	52	4,605	739	340	399	3,866	1,845	2,021
Alcorn	82	61	37	24	21	12	9	3,754	2,592	1,330	1,262	1,162	523	639
Amite	126	62	32	30	64	37	27	4,722	1,985	1,072	913	2,737	1,409	1,328
Attala	137	91	36	55	46	26	20	5,989	3,623	1,900	1,723	2,366	1,169	1,197
Benton	87	57	33	24	30	25	5	3,020	1,675	891	784	1,345	721	624
Bolivar	98	19	1	18	79	42	37	4,550	419	198	221	4,131	2,002	2,129
Calhoun	146	114	55	59	32	26	6	5,319	4,095	2,087	2,008	1,224	559	665
Carroll	125	56	27	29	69	48	21	4,930	2,265	1,220	1,045	2,665	1,423	1,242
Chickasaw	152	74	32	42	78	41	37	5,979	2,697	1,404	1,293	3,282	1,615	1,667
Choctaw	89	69	40	29	20	18	2	3,998	2,870	1,523	1,347	1,128	488	640
Claiborne	73	34	8	26	39	21	18	7,296	1,574	791	783	5,722	2,998	2,724
Clarke	91	61	28	33	30	16	14	4,372	2,180	1,194	986	2,192	1,036	1,156
Clay	113	48	20	28	65	42	23	4,996	1,647	894	753	3,349	1,621	1,728
Coahoma	59	20	2	18	39	21	18	3,264	425	220	205	2,839	1,384	1,455
Copiah	165	103	24	79	62	29	33	8,234	4,091	2,090	2,001	4,143	2,004	2,139
Covington	47	37	21	16	10	9	1	1,512	1,185	647	538	327	160	167
De Soto	141	51	17	34	90	53	37	6,063	1,721	914	807	4,342	2,246	2,096
Franklin	48	22	12	10	26	18	8	1,678	720	388	332	958	475	483
Greene	30	25	11	14	5	5	.....	1,064	821	409	412	243	121	122
Grenada	82	32	6	26	50	35	15	3,754	893	438	455	2,891	1,419	1,472
Hancock	38	26	17	9	12	3	9	1,404	924	478	446	480	227	253
Harrison	82	64	20	44	18	9	9	2,557	1,853	950	903	704	364	340
Hinds	167	82	15	67	85	48	37	11,130	2,892	1,513	1,379	8,238	3,962	4,276
Holmes	134	58	20	38	76	39	37	10,536	3,283	1,363	1,920	7,253	3,270	3,983
Issaquena	41	11	2	9	30	26	4	1,630	94	38	56	1,536	584	952
Itawamba	111	99	72	27	12	10	2	4,437	3,967	2,087	1,880	470	242	228
Jackson	51	41	9	32	10	5	5	2,054	1,526	777	749	528	227	301
Jasper	100	68	43	25	32	27	5	5,207	2,689	1,378	1,311	2,518	1,314	1,204
Jefferson	94	37	10	27	57	30	27	4,200	999	536	463	3,201	1,573	1,628
Jones	61	53	27	26	8	7	1	2,163	1,842	1,003	839	321	153	168
Kemper	78	42	34	8	36	20	16	4,800	2,340	1,120	1,220	2,460	1,200	1,260
Lafayette	171	103	46	57	68	56	12	4,949	2,789	1,438	1,351	2,160	1,126	1,034
Lauderdale	149	101	45	56	48	28	20	6,913	3,851	1,854	1,997	3,062	1,444	1,618
Lawrence	88	55	26	29	33	18	15	3,578	1,977	1,011	966	1,601	831	770
Leake	104	71	35	36	33	23	10	4,636	2,915	1,522	1,393	1,721	868	853
Lee	166	115	60	55	51	26	25	6,028	3,858	1,997	1,861	2,170	1,092	1,078
Leflore	60	15	1	14	45	34	11	2,772	350	183	176	2,413	1,201	1,212
Lincoln	112	67	36	31	45	28	17	3,274	1,874	1,006	868	1,400	675	725
Lowndes	122	48	5	43	74	32	42	6,341	1,652	822	830	4,689	2,311	2,378
Madison	117	53	17	36	64	33	31	6,717	1,381	706	675	5,336	2,494	2,842
Marion	84	66	38	28	18	12	6	2,817	2,068	1,058	1,010	749	366	383
Marshall	186	84	16	68	102	55	47	7,462	3,115	1,452	1,663	4,347	2,169	2,178
Monroe	179	88	27	61	91	66	25	6,592	2,620	1,308	1,312	3,972	1,939	2,033
Montgomery	100	63	27	36	37	15	22	4,105	2,202	1,127	1,075	1,903	937	966
Neshoba	65	55	35	20	10	6	4	2,043	1,743	973	770	300	172	128
Newton	130	90	51	39	40	23	17	5,142	3,324	1,732	1,592	1,818	914	904
Noxubee	130	46	8	38	84	40	44	7,496	1,221	658	563	6,275	2,992	3,283
Oktibbeha	96	52	16	36	44	29	15	3,671	1,431	665	766	2,240	1,107	1,133
Panola	201	86	13	73	115	69	46	8,740	3,025	1,565	1,460	5,715	2,873	2,842
Perry	42	33	16	17	9	7	2	1,500	1,136	595	541	364	193	171
Pike	141	71	28	43	70	29	41	5,577	2,672	1,490	1,182	2,905	1,392	1,513
Pontotoc	126	94	48	46	32	18	14	4,489	3,271	1,714	1,557	1,218	609	609
Prentiss	114	94	58	36	20	18	2	4,287	3,670	1,945	1,725	617	337	280
Quitman	21	11	1	10	10	7	3	547	143	80	63	404	222	182
Rankin	112	61	29	32	51	32	19	5,080	2,093	1,090	1,003	2,987	1,433	1,554
Scott	97	64	20	44	33	18	15	3,986	2,353	1,190	1,163	1,633	806	827
Sharkey	40	10	3	7	30	18	12	2,237	287	148	139	1,950	949	1,001
Simpson	77	57	28	29	20	14	6	2,717	1,757	910	847	960	464	496
Smith	66	56	35	21	10	9	1	2,589	2,254	1,217	1,037	335	179	156
Sunflower	35	16	5	11	19	17	2	1,567	494	231	263	1,073	564	509
Tallahatchie	86	39	15	24	47	20	27	5,043	1,470	789	681	3,573	1,791	1,782
Tate	128	72	15	57	56	35	21	7,201	3,987	2,006	1,981	3,214	1,630	1,584
Tippah	98	81	50	31	17	7	10	3,680	2,860	1,530	1,330	820	400	420
Tishomingo	78	69	51	18	9	5	4	2,930	2,609	1,362	1,247	321	154	167
Tunica	38	10	.....	10	28	18	10	1,844	139	74	65	1,705	857	848
Union	114	90	42	48	24	15	9	4,876	3,781	1,928	1,853	1,095	582	513
Warren	110	42	5	37	68	38	30	7,026	1,205	582	623	5,821	2,838	2,983
Washington	112	24	4	20	88	53	35	6,323	626	332	294	5,697	2,783	2,914
Wayne	44	33	12	21	11	8	3	2,398	1,476	749	727	922	430	492
Webster	115	90	48	42	25	20	5	4,076	3,059	1,611	1,448	1,017	519	498
Wilkinson	104	34	10	24	70	49	21	3,611	735	370	365	2,876	1,452	1,424
Winston	110	72	33	39	38	21	17	2,941	1,685	883	802	1,256	623	633
Yalobusha	100	65	20	45	35	30	5	6,100	3,000	1,400	1,600	3,100	1,500	1,600
Yazoo	187	79	19	60	108	40	68	9,020	2,175	1,114	1,061	6,845	3,305	3,540

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

MISSOURI.

1880. Population	2,168,380.	Enrolled in public common schools	486,002
1890. Population	2,679,184.	Enrolled in public common schools	620,314
Gain of population	23.56 per cent.	Gain of enrollment in public common schools	27.64 per cent.

PUBLIC COMMON SCHOOLS OF MISSOURI FOR THE YEAR ENDED JUNE 30, 1890.

COUNTIES.	TEACHERS.						PUPILS.					
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.	
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	13,795	13,079	5,816	7,263	716	301	415	620,314	587,510	300,060	287,450	32,804	16,168	16,636
Adair	90	89	47	42	1	1	.....	4,728	4,652	2,395	2,257	76	39	37
Andrew	111	110	52	58	1	1	.....	4,306	4,251	2,208	2,043	55	25	30
Atchison	140	140	55	85	.....	.....	.....	3,957	3,943	2,062	1,881	14	6	8
Audrain	142	132	51	81	10	3	7	5,763	5,327	2,811	2,516	436	220	216
Barry	115	115	75	40	.....	.....	.....	7,451	7,451	3,895	3,556	.....	.....	.....
Barton	122	121	39	82	1	.....	1	5,662	5,645	2,725	2,920	17	9	8
Bates	186	183	57	126	3	2	1	9,373	9,263	4,440	4,823	110	47	63
Benton	101	101	54	47	.....	.....	.....	3,780	3,745	2,012	1,733	35	18	17
Bollinger	78	78	60	18	.....	.....	.....	3,932	3,932	2,204	1,728	.....	.....	.....
Boone	154	128	41	87	26	8	18	6,086	5,130	2,709	2,421	956	460	496
Buchanan	223	209	51	158	14	3	11	11,052	10,338	5,254	5,084	714	316	398
Butler	57	53	37	16	4	2	2	2,341	2,218	1,132	1,086	123	60	63
Caldwell	99	95	41	54	4	3	1	4,367	4,248	2,113	2,135	119	50	69
Callaway (a)	162	139	62	77	23	10	13	5,751	4,841	2,524	2,317	910	438	472
Camden	71	70	45	25	1	1	.....	2,946	2,910	1,564	1,346	36	30	6
Cape Girardeau	99	88	61	27	11	8	3	4,883	4,356	2,307	2,049	527	252	275
Carroll	155	144	60	84	11	6	5	6,917	6,452	3,265	3,187	465	224	241
Carter	26	26	19	7	.....	.....	.....	1,000	1,000	546	454	.....	.....	.....
Cass	185	181	69	112	4	1	3	6,624	6,389	3,280	3,109	235	100	135
Cedar	106	105	61	44	1	1	.....	4,816	4,762	2,440	2,322	54	27	27
Chariton	167	145	58	87	22	9	13	8,422	7,268	3,581	3,687	1,154	632	522
Christian	85	84	60	24	1	.....	1	4,407	4,389	2,275	2,114	18	10	8
Clark	117	116	48	68	1	.....	1	4,190	4,164	2,127	2,037	26	10	16
Clay	101	93	50	43	8	2	6	4,508	4,243	2,186	2,057	265	132	133
Clinton	116	111	47	64	5	2	3	4,520	4,243	2,168	2,075	277	132	145
Cole	76	68	36	32	8	5	3	3,435	3,043	1,578	1,465	392	192	200
Cooper	121	103	73	30	18	15	3	5,456	4,648	2,435	2,213	808	415	393
Crawford	86	86	41	45	.....	.....	.....	3,774	3,774	2,006	1,768	.....	.....	.....
Dade	109	108	65	43	1	1	.....	5,026	4,937	2,496	2,441	89	45	44
Dallas	83	83	73	10	.....	.....	.....	3,929	3,913	2,090	1,823	16	9	7
Daviess	132	131	58	73	1	1	.....	5,916	5,821	3,008	2,813	95	40	55
Dekalb	101	100	51	49	1	.....	1	4,679	4,642	2,535	2,107	37	18	19
Dent	64	64	32	32	.....	.....	.....	4,261	4,261	2,191	2,070	.....	.....	.....
Douglas	87	87	57	30	.....	.....	.....	4,134	4,134	2,179	1,955	.....	.....	.....
Dunklin	52	52	45	7	.....	.....	.....	3,319	3,319	1,805	1,514	.....	.....	.....
Franklin	129	119	64	55	10	5	5	5,862	5,406	2,955	2,451	456	237	219
Gasconade	60	60	50	10	.....	.....	.....	2,547	2,547	1,410	1,137	.....	.....	.....
Gentry	155	155	85	70	.....	.....	.....	5,555	5,555	2,846	2,709	.....	.....	.....
Greene	197	182	83	99	15	6	9	11,583	10,729	5,589	5,140	854	433	421
Grundy	129	127	52	75	2	1	1	5,469	5,392	2,645	2,747	77	40	37
Harrison	155	154	81	73	1	1	.....	6,109	6,088	3,184	2,904	21	12	9
Henry	182	178	78	100	4	2	2	8,045	7,745	3,991	3,754	300	145	155
Hickory	66	66	40	26	.....	.....	.....	3,016	3,016	1,566	1,450	.....	.....	.....
Holt	96	94	36	58	2	2	.....	5,087	5,028	2,581	2,447	59	36	23
Howard	96	66	29	37	30	9	21	4,334	3,184	1,711	1,473	1,150	585	565
Howell	108	108	55	53	.....	.....	.....	4,890	4,890	2,380	2,510	.....	.....	.....
Iron	47	45	26	19	2	1	1	2,175	2,090	1,116	974	85	32	53
Jackson	464	428	88	340	36	11	25	25,656	23,271	11,623	11,648	2,385	1,103	1,282
Jasper	214	209	77	132	5	2	3	11,672	11,445	5,620	5,825	227	105	122
Jefferson	102	95	37	58	7	3	4	4,171	4,031	2,027	2,004	140	68	72
Johnson	205	195	72	123	10	8	2	7,298	6,818	3,535	3,283	480	246	234
Knox	92	91	50	41	1	.....	1	4,336	4,268	2,170	2,098	68	36	32
Laclede	106	103	50	53	3	1	2	4,720	4,568	2,303	2,265	152	71	81
Lafayette	156	132	41	91	24	10	14	6,690	5,620	2,940	2,680	1,070	560	510
Lawrence	142	141	74	67	1	1	.....	7,378	7,283	3,760	3,523	95	44	51
Lewis	110	107	40	67	3	2	1	4,330	4,140	2,060	2,080	190	90	100
Lincoln	112	101	61	40	11	3	8	4,483	4,042	2,115	1,927	441	227	214
Linn	171	166	65	101	5	3	2	6,395	6,210	3,124	3,086	185	90	95
Livingston	167	161	60	101	6	3	3	5,526	5,251	2,683	2,568	275	139	136
McDonald	61	61	39	22	.....	.....	.....	3,269	3,269	1,696	1,573	.....	.....	.....
Macon	179	173	84	89	6	3	3	8,038	7,723	4,076	3,647	315	167	148
Madison	50	48	33	15	2	2	.....	2,445	2,351	1,282	1,069	94	52	42
Maries	51	51	42	9	.....	.....	.....	2,819	2,818	1,530	1,288	1	.....	1
Marion	121	106	24	82	15	4	11	5,172	4,357	2,173	2,184	815	412	403
Mercer	98	97	52	45	1	1	.....	4,547	4,513	2,329	2,184	34	16	18
Miller	80	78	38	40	2	2	.....	3,305	3,220	1,620	1,600	85	50	35
Mississippi	44	37	22	15	7	6	1	2,111	1,701	823	878	410	167	243
Moniteau	100	98	47	51	2	1	1	4,264	4,103	2,147	1,956	161	88	73
Monroe	149	133	48	85	16	8	8	5,853	5,333	2,750	2,583	520	284	236
Montgomery	109	100	37	63	9	4	5	4,062	3,817	1,987	1,830	245	110	135
Morgan	80	78	36	42	2	1	1	3,258	3,152	1,561	1,591	106	53	53
New Madrid	27	22	10	12	5	4	1	1,545	1,243	681	562	302	159	143
Newton	151	147	75	72	4	3	1	6,931	6,719	3,342	3,377	212	107	105
Nodaway	234	233	81	152	1	.....	1	6,046	6,012	2,892	3,120	34	18	16
Oregon	59	59	40	19	.....	.....	.....	2,704	2,704	1,451	1,253	.....	.....	.....

a Sex of teachers of each race estimated.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

MISSOURI—Continued.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
Osage (a)	74	72	32	40	2	1	1	2,550	2,490	1,315	1,175	60	34	26
Ozark	49	49	37	12				2,169	2,169	1,180	989			
Pemiscot	28	26	21	5	2	1	1	1,190	1,121	622	499	69	33	36
Perry	55	53	44	9	2	1	1	4,066	3,926	1,980	1,946	140	78	62
Pettis	171	161	36	125	10	4	6	7,403	6,797	3,261	3,536	606	239	367
Phelps	84	83	40	43	1	1		3,656	3,588	1,862	1,726	68	22	46
Pike	150	130	35	95	20	10	10	9,565	8,765	4,125	4,640	800	375	425
Platte	90	87	65	22	3	3		4,230	3,906	2,082	1,824	324	140	184
Polk	103	102	59	43	1		1	6,190	6,159	3,072	3,087	31	13	18
Pulaski	75	75	45	30				2,737	2,737	1,446	1,291			
Putnam	157	157	88	69				4,087	4,085	2,120	1,965	2		2
Ralls	74	67	35	32	7	1	6	2,939	2,759	1,426	1,333	180	88	92
Randolph	145	130	46	84	15	6	9	6,187	5,408	2,790	2,618	779	411	368
Ray	133	126	85	41	7	3	4	6,942	6,470	3,228	3,242	472	254	218
Reynolds	52	52	29	23				2,321	2,321	1,375	946			
Ripley	56	56	43	13				2,403	2,403	1,280	1,123			
St. Charles	110	85	44	41	25	7	18	3,217	2,652	1,459	1,193	565	279	286
St. Clair	112	110	44	66	2	1	1	4,770	4,634	2,374	2,260	136	63	73
Ste. Genevieve	57	52	38	14	5	3	2	2,572	2,444	1,327	1,117	128	73	55
St. Francois (a)	81	77	34	43	4	2	2	4,111	3,914	2,031	1,883	197	97	100
St. Louis (a)	130	114	51	63	16	7	9	6,689	5,919	2,926	2,993	770	379	391
St. Louis city	1,154	1,061	54	1,007	93	19	74	58,316	53,294	25,960	27,334	5,022	2,449	2,573
Saline	204	164	102	62	40	20	20	6,961	5,606	2,362	3,244	1,355	690	665
Schuyler	99	99	56	43				3,472	3,472	1,852	1,620			
Scotland	103	102	42	60	1		1	4,158	4,118	2,304	1,814	40	23	17
Scott	52	48	17	31	4	4		2,525	2,372	1,300	1,072	153	67	86
Shannon	48	48	34	14				1,967	1,967	1,055	912			
Shelby	116	110	41	69	6	2	4	4,451	4,267	2,131	2,136	184	96	88
Stoddard	77	77	67	10				5,640	5,640	3,020	2,620			
Stone	48	48	27	21				2,367	2,367	1,311	1,056			
Sullivan	141	141	86	55				5,653	5,653	2,914	2,739			
Taney	26	26	16	10				1,434	1,434	745	689			
Texas	124	124	58	66				5,729	5,729	2,782	2,947			
Vernon	194	193	89	104	1	1		8,427	8,380	4,311	4,069	47	21	26
Warren	65	60	23	37	5	2	3	2,507	2,279	1,228	1,051	228	118	110
Washington	74	68	33	35	6	2	4	2,828	2,665	1,368	1,297	163	90	73
Wayne	66	65	45	20	1		1	3,094	3,080	1,522	1,558	14	6	8
Webster	82	81	52	29	1	1		4,205	4,180	2,152	2,028	25	18	7
Worth	76	76	32	44				2,666	2,666	1,329	1,337			
Wright	87	82	58	24	5	1	4	4,513	4,370	2,313	2,057	143	74	69

MONTANA.

1880. Population	39,159.	Enrolled in public common schools	4,667
1890. Population	132,159.	Enrolled in public common schools	16,980
Gain of population	237.49 per cent.	Gain of enrollment in public common schools	263.83 per cent.

PUBLIC COMMON SCHOOLS OF MONTANA FOR THE YEAR ENDED AUGUST 31, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White. (b)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	531	531	114	417				16,980	16,889	8,609	8,280	91	48	43
Besverhead	27	27	2	25				765	763	396	367	2	2	
Cascade	23	23	8	15				821	811	436	375	10	6	4
Choteau	16	16	7	9				394	394	209	185			
Custer	21	21	5	16				557	556	311	245	1	1	
Dawson	10	10	1	9				216	216	94	122			
Deerlodge	50	50	13	37				1,927	1,925	817	1,108	2		2
Fergus	29	29	8	21				555	555	344	211			
Gallatin	45	45	9	36				1,378	1,378	650	728			
Jefferson	33	33	7	26				792	792	446	346			
Lewis and Clarke	63	63	10	53				2,371	2,336	1,125	1,211	35	18	17
Madison	33	33	11	22				915	912	570	342	3	3	
Meagher	26	26	8	18				594	587	302	285	7	3	4
Missoula	54	54	12	42				1,951	1,951	1,019	932			
Park	41	41	6	35				929	926	505	421	3	2	1
Silverbow	44	44	6	38				2,437	2,414	1,205	1,209	23	10	13
Yellowstone	16	16	1	15				378	373	180	193	5	3	2

a Sex of teachers of each race estimated.

b Includes unseparated colored.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

NEBRASKA.

1880. Population	452,402.	Enrolled in public common schools	100,871
1890. Population	1,058,910.	Enrolled in public common schools	240,300
Gain of population	134.06 per cent.	Gain of enrollment in public common schools	138.23 per cent.

PUBLIC COMMON SCHOOLS OF NEBRASKA FOR THE YEAR ENDED JULY 14, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	10,555	10,555	2,861	7,694				240,300	239,556	123,712	115,844	744	340	404
Adams	157	157	43	114				4,478	4,462	2,354	2,108	16	5	11
Antelope	187	187	37	150				2,967	2,966	1,566	1,400	1		1
Banner	41	41	10	31				833	833	434	399			
Blaine	26	26	3	23				273	273	145	128			
Boone	125	125	32	93				2,668	2,668	1,346	1,322			
Boxbutte	74	74	18	56				1,275	1,275	689	586			
Brown	83	83	13	70				1,323	1,323	643	680			
Buffalo	234	234	58	176				5,585	5,583	2,934	2,649	2	1	1
Burt	136	136	32	104				3,292	3,292	1,740	1,552			
Butler	176	176	52	124				4,416	4,416	2,336	2,080			
Cass	224	224	77	147				5,726	5,723	2,991	2,732	3	2	1
Cedar	120	120	32	88				1,761	1,761	920	841			
Chase	85	85	26	59				1,009	1,009	524	485			
Cherry	55	55	11	44				1,047	1,047	524	523			
Cheyenne	85	85	25	60				1,289	1,289	683	604	2	1	1
Clay	157	157	58	99				4,677	4,675	2,469	2,206	2	1	1
Colfax	92	92	35	57				3,073	3,066	1,591	1,475	7	3	4
Cuming	112	112	39	73				2,326	2,326	1,214	1,112			
Custer	309	309	76	233				5,844	5,844	2,980	2,864			
Dakota	49	49	14	35				1,757	1,757	935	822			
Dawes	131	131	25	106				2,041	2,041	1,091	950			
Dawson	137	137	42	95				2,977	2,977	1,576	1,401			
Deuel	64	64	21	43				715	715	398	317			
Dixon	135	135	37	98				2,380	2,380	1,258	1,122			
Dodge	139	139	28	111				4,746	4,743	2,551	2,192	3	1	2
Douglas	416	416	42	374				16,815	16,396	8,083	8,313	419	187	232
Dundy	78	78	24	54				1,049	1,049	539	510			
Fillmore	172	172	39	133				4,655	4,653	2,397	2,256	2	1	1
Franklin	119	119	32	87				2,428	2,428	1,220	1,208			
Frontier	120	120	42	78				2,137	2,137	1,101	1,036			
Furnas	150	150	31	119				3,059	3,058	1,526	1,532	1	1	
Gage	328	328	109	219				8,159	8,137	4,198	3,939	22	15	7
Garfield	32	32	14	18				451	451	232	219			
Gosper	87	87	31	56				1,161	1,161	614	547			
Grant	5	5	1	4				68	68	35	33			
Greeley	91	91	24	67				1,417	1,417	639	778			
Hall	125	125	41	84				4,552	4,550	2,179	2,371	2	1	1
Hamilton	167	167	43	124				4,201	4,193	2,209	1,984	8	4	4
Harlan	115	115	32	83				2,615	2,614	1,323	1,291	1		1
Hayes	69	69	20	49				1,042	1,042	536	506			
Hitchcock	95	95	24	71				1,707	1,707	866	841			
Holt	326	326	77	249				4,596	4,596	2,353	2,243			
Hooker	5	5	1	4				68	68	36	32			
Howard	121	121	33	88				2,390	2,390	1,308	1,082			
Jefferson	138	138	44	94				4,355	4,352	2,279	2,073	3	1	2
Johnson	129	129	43	86				3,240	3,240	1,652	1,588			
Kearney	112	112	32	80				2,740	2,740	1,391	1,349			
Keith	60	60	18	42				578	578	317	261			
Keyapaha	87	87	23	64				884	884	460	424			
Kimball	25	25	6	19				325	325	175	150			
Knox	103	103	25	78				2,236	2,236	1,136	1,100			
Lancaster	297	297	73	224				10,813	10,654	5,502	5,152	159	73	86
Lincoln	133	133	39	94				2,269	2,269	1,166	1,103			
Logan	29	29	12	17				342	342	174	168			
Loup	30	30	5	25				490	490	249	241			
McPherson	4	4	1	3				34	34	19	15			
Madison	128	128	35	93				3,181	3,181	1,605	1,576			
Merrick	108	108	36	72				2,191	2,188	1,129	1,059	3	1	2
Nance	77	77	17	60				1,429	1,429	733	696			
Nemaha	130	130	43	87				3,335	3,325	1,710	1,615	10	5	5
Nuckolls	141	141	48	93				3,028	3,028	1,520	1,508			
Otoe	212	212	59	153				4,941	4,920	2,526	2,394	21	11	10
Pawnee	144	144	43	101				3,179	3,178	1,646	1,532	1	1	
Perkins	85	85	25	60				847	847	439	408			
Phelps	113	113	32	81				2,467	2,467	1,330	1,137			
Pierce	95	95	14	81				1,307	1,307	693	614			
Platte	124	124	31	93				3,165	3,162	1,622	1,540	3	1	2
Polk	124	124	31	93				1,460	1,460	798	662			
Redwillow	117	117	37	80				2,400	2,398	1,202	1,196	2	1	1
Richardson	185	185	67	118				5,224	5,205	2,658	2,547	19	9	10
Rock	65	65	19	46				463	463	244	219			
Saline	225	225	62	163				5,847	5,844	3,021	2,823	3	1	2
Sarpy	73	73	25	48				1,674	1,674	856	818			
Saunders	168	168	64	104				6,141	6,136	3,228	2,908	5	2	3
Scotts Bluff	29	29	12	17				378	378	178	200			

a Includes unseparated colored.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

NEBRASKA—Continued.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
Seward	167	167	38	129				4,409	4,397	2,274	2,123	12	5	7
Sheridan	115	115	19	96				1,579	1,579	840	739			
Sherman	95	95	33	62				1,739	1,739	897	842			
Sioux	35	35	6	29				436	436	221	215			
Stanton	61	61	14	47				1,036	1,036	548	488			
Thayer	144	144	41	103				3,337	3,337	1,789	1,548			
Thomae	8	8	1	7				98	98	39	59			
Thurston	9	9	2	7				262	262	130	132			
Valley	105	105	35	70				2,189	2,189	1,100	1,089			
Washington	89	89	26	63				3,469	3,465	1,776	1,689	4	2	2
Wayne	105	105	19	86				1,405	1,405	765	640			
Webster	145	145	36	109				3,259	3,259	1,715	1,544			
Wheeler	39	39	11	28				508	508	266	242			
York	194	194	55	139				4,563	4,555	2,408	2,147	8	4	4

NEVADA.

1880. Population ..... 62,266. Enrolled in public common schools 8,918
1890. Population ..... 45,761. Enrolled in public common schools 7,387
Loss of population ..... 26.51 per cent. Loss of enrollment in public common schools .....17.17 per cent.

PUBLIC COMMON SCHOOLS OF NEVADA FOR THE YEAR ENDED AUGUST 31, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White. (a)			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	251	251	41	210				7,387	7,387	3,720	3,667			
Churchill	9	9		9				61	61	30	31			
Douglas	10	10		10				244	244	132	112			
Elko	44	44	13	31				717	717	321	396			
Esmeralda	8	8		8				128	128	64	64			
Eureka	20	20	1	19				513	513	238	275			
Humboldt	20	20	8	12				466	466	248	218			
Lander	12	12	2	10				384	384	199	185			
Lincoln	12	12	2	10				407	407	184	223			
Lyon	14	14	2	12				428	428	219	209			
Nye	12	12	3	9				105	105	57	48			
Ormsby	15	15	2	13				813	813	370	443			
Storey	31	31	3	28				1,787	1,787	945	842			
Washoe	30	30	3	27				1,052	1,052	565	487			
White Pine	14	14	2	12				282	282	148	134			

NEW HAMPSHIRE.

1880. Population ..... 346,991. Enrolled in public common schools 64,670
1890. Population ..... 376,530. Enrolled in public common schools 59,813
Gain of population ..... 8.51 per cent. Loss of enrollment in public common schools ..... 7.51 per cent.

PUBLIC COMMON SCHOOLS OF NEW HAMPSHIRE FOR THE YEAR ENDED MARCH 1, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	3,104	3,104	296	2,808				59,813	59,782	30,865	28,917	31	18	13
Belknap	172	172	19	153				3,031	3,031	1,612	1,419			
Carroll	206	206	40	166				3,385	3,385	1,690	1,695			
Cheshire	297	297	19	278				5,376	5,376	2,845	2,531			
Coos	247	247	21	226				4,378	4,378	2,267	2,111			
Grafton	500	500	46	454				7,654	7,654	3,921	3,733			
Hillsboro	501	501	42	459				12,054	12,043	6,310	5,727	11	7	4
Merrimack	421	421	35	386				7,489	7,485	3,813	3,672	4	2	2
Rockingham	337	337	33	304				7,518	7,509	3,848	3,661	9	5	4
Strafford	223	223	24	199				5,707	5,700	2,901	2,799	7	4	3
Sullivan	200	200	17	183				3,221	3,221	1,652	1,569			

a Includes unseparated colored.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

NEW JERSEY.

1880. Population	1,131,116.	Enrolled in public common schools	205,240
1890. Population	1,444,933.	Enrolled in public common schools	234,072
Gain of population	27.74 per cent.	Gain of enrollment in public common schools	14.05 per cent.

PUBLIC COMMON SCHOOLS OF NEW JERSEY FOR THE YEAR ENDED AUGUST 31, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	4,465	4,410	809	3,601	55	13	42	234,072	221,634	108,222	113,412	12,438	5,945	6,493
Atlantic	101	101	25	76				5,912	4,929	2,478	2,451	83	40	43
Bergen	144	143	43	100	1	1		7,670	7,402	3,751	3,651	268	137	131
Burlington	198	195	43	152	3	2	1	10,211	9,739	4,938	4,801	472	241	231
Camden	270	252	9	243	18	4	14	16,811	15,026	7,421	7,605	1,785	768	1,017
Cape May	46	44	23	21	2	1	1	2,311	2,132	1,077	1,055	179	81	98
Cumberland	177	175	39	136	2		2	9,358	8,984	4,555	4,429	374	188	186
Essex	677	668	67	601	9	1	8	35,344	31,985	14,710	17,275	3,359	1,603	1,756
Gloucester	120	117	26	91	3	1	2	6,263	5,887	2,919	2,968	376	180	196
Hudson	694	694	50	644				38,949	36,669	17,619	19,050	2,280	1,114	1,166
Hunterdon	156	153	66	87	3	1	2	7,314	7,204	3,559	3,645	110	56	54
Mercer	209	203	17	186	6	1	5	10,522	10,143	4,746	5,397	379	186	193
Middlesex	185	185	19	166				9,083	8,798	4,255	4,543	285	142	143
Monmouth	241	237	71	166	4	1	3	13,030	12,362	6,347	6,015	668	337	331
Morris	182	182	63	119				9,319	9,184	4,403	4,781	135	69	66
Ocean	72	72	33	39				3,433	3,376	1,654	1,722	57	29	28
Passaic	300	300	34	266				16,698	16,308	7,892	8,416	390	177	213
Salem	115	112	28	84	3		3	5,566	4,893	2,487	2,406	673	324	349
Somerset	108	107	26	81	1		1	5,052	4,828	2,471	2,357	224	106	118
Sussex	122	122	47	75				4,912	4,854	2,477	2,377	58	25	33
Union	193	193	22	171				9,562	9,397	4,679	4,718	165	86	79
Warren	155	155	58	97				7,652	7,534	3,784	3,750	118	56	62

NEW MEXICO.

1880. Population	119,565.	Enrolled in public common schools	4,755
1890. Population	153,593.	Enrolled in public common schools	18,215
Gain of population	28.46 per cent.	Gain of enrollment in public common schools	283.07 per cent.

PUBLIC COMMON SCHOOLS OF NEW MEXICO FOR THE YEAR ENDED DECEMBER 31, 1889.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White. (a)			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The Territory	472	472	310	162				18,215	18,215	11,838	6,377			
Bernalillo	40	40	26	14				2,630	2,630	1,680	950			
Colfax	25	25	13	12				712	712	351	361			
Donna Ana	19	19	7	12				627	627	350	277			
Grant	40	40	9	31				686	686	377	309			
Lincoln	26	26	18	8				1,000	1,000	650	350			
Mora	50	50	34	16				1,625	1,625	1,025	600			
Rio Arriba	14	14	14					398	398	315	83			
San Juan	17	17	7	10				337	337	192	145			
San Miguel	96	96	73	23				4,119	4,119	2,428	1,691			
Santa Fe	29	29	15	14				1,071	1,071	696	375			
Sierra	12	12	6	6				591	591	331	260			
Socorro	49	49	35	14				1,652	1,652	1,016	636			
Taos	24	24	23	1				1,217	1,217	927	290			
Valencia	31	31	30	1				1,550	1,550	1,500	50			

a Includes unseparated colored.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

NEW YORK.

1880. Population	5,082,871.	Enrolled in public common schools	1,027,938
1890. Population	5,997,853.	Enrolled in public common schools	1,042,160
Gain of population	18.00 per cent.	Gain of enrollment in public common schools	1.38 per cent.

PUBLIC COMMON SCHOOLS OF NEW YORK FOR THE YEAR ENDED JULY 25, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White. (a)			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	31,703	31,669	5,355	26,314	34	3	31	1,042,160	1,035,380	519,297	516,083	6,780	3,405	3,375
Albany	583	583	84	499				25,360	25,302	12,740	12,562	58	21	37
Allegany	534	534	82	452				10,598	10,564	5,326	5,238	34	19	15
Broome	541	541	74	467				12,087	12,046	5,931	6,115	41	21	20
Cattaraugus	647	647	106	541				14,975	14,975	7,258	7,717			
Cayuga	597	597	110	487				12,198	12,120	6,142	5,978	78	41	37
Chautauqua	720	720	98	622				15,082	15,076	7,512	7,564	6	4	2
Chemung	320	320	46	274				9,165	9,064	4,638	4,426	101	40	61
Chenango	463	463	86	377				8,718	8,709	4,491	4,218	9	3	6
Clinton	422	422	59	363				11,011	11,011	5,891	5,120			
Columbia	277	277	71	206				8,580	8,508	4,415	4,093	72	45	27
Cortland	346	346	74	272				5,626	5,617	2,918	2,699	9	8	1
Delaware	631	631	160	471				10,357	10,353	5,306	5,047	4	2	2
Dutchess	350	350	55	295				13,027	12,873	6,541	6,332	154	72	82
Erie	1,289	1,289	156	1,133				48,978	48,801	24,255	24,546	177	79	98
Essex	378	378	49	329				7,985	7,966	4,085	3,881	19	5	14
Franklin	316	316	34	282				9,375	9,375	4,702	4,673			
Fulton	249	249	41	208				7,513	7,471	3,687	3,784	42	22	20
Genesee	266	266	75	191				6,317	6,303	3,275	3,028	14	11	3
Greene	251	251	69	182				6,580	6,580	3,493	3,087			
Hamilton	62	62	14	48				1,086	1,086	599	487			
Herkimer	423	423	84	339				9,106	9,063	4,642	4,421	43	21	22
Jefferson	775	775	132	643				14,431	14,420	7,294	7,126	11	5	6
Kings	2,244	2,226	113	2,113	18	2	16	116,335	114,605	57,403	57,202	1,730	884	846
Lewis	324	324	40	284				6,952	6,952	3,527	3,425			
Livingston	349	349	81	268				7,410	7,392	3,753	3,639	18	7	11
Madison	464	464	90	374				9,375	9,316	4,637	4,679	59	31	28
Monroe	806	806	107	699				28,012	27,909	14,028	13,881	103	49	54
Montgomery	259	259	76	183				8,264	8,257	4,290	3,967	7	6	1
New York	4,383	4,367	613	3,754	16	1	15	237,930	236,318	117,993	118,325	1,612	806	806
Niagara	385	385	88	297				11,947	11,926	5,959	5,967	21	11	10
Oneida	891	891	160	731				23,250	23,216	12,098	11,118	34	16	18
Onondaga	747	747	127	620				26,033	26,017	12,926	13,091	16	8	8
Ontario	383	383	73	310				10,081	10,043	5,054	4,989	38	11	27
Orange	476	476	73	403				17,955	17,433	8,523	8,910	522	259	263
Orleans	259	259	64	195				6,829	6,810	3,502	3,308	19	9	10
Oswego	633	633	100	533				15,950	15,941	8,057	7,884	9	4	5
Otsego	625	625	171	454				10,836	10,656	5,364	5,292	180	77	103
Putnam	77	77	20	57				2,730	2,709	1,413	1,296	21	16	5
Queens	377	377	56	321				21,536	20,967	10,805	10,162	569	298	271
Rensselaer	518	518	87	431				19,619	19,589	10,067	9,522	30	14	16
Richmond	133	133	31	102				7,632	7,566	3,642	3,924	66	34	32
Rockland	109	109	33	76				5,691	5,644	2,847	2,797	47	26	21
St. Lawrence	930	930	123	807				18,995	18,995	7,611	11,384			
Saratoga	471	471	68	403				11,697	11,601	5,719	5,882	96	50	46
Schenectady	116	116	14	102				4,432	4,422	2,218	2,204	10	5	5
Schoharie	326	326	134	192				6,698	6,656	3,567	3,089	42	18	24
Schuyler	202	202	60	142				3,579	3,557	1,843	1,714	22	11	11
Seneca	182	182	47	135				5,124	5,110	2,542	2,568	14	8	6
Steuben	831	831	176	655				18,565	18,507	9,310	9,197	58	25	33
Suffolk	260	260	56	204				11,207	11,104	5,561	5,603	103	60	43
Sullivan	290	290	97	193				7,965	7,955	4,063	3,892	10	5	5
Tioga	294	294	40	254				7,008	6,932	3,530	3,402	76	44	32
Tompkins	297	297	62	235				6,672	6,622	3,205	3,417	50	28	22
Ulster	397	397	106	291				18,284	18,158	9,352	8,806	126	58	68
Warren	276	276	31	245				5,759	5,747	2,867	2,880	12	5	7
Washington	506	506	78	428				10,413	10,403	5,129	5,274	10	7	3
Wayne	453	453	118	335				11,501	11,495	5,857	5,638	6	2	4
Westchester	441	441	63	378				20,395	20,254	10,296	9,958	141	76	65
Wyoming	344	344	69	275				7,288	7,283	3,639	3,644	5	3	2
Yates	205	205	51	154				4,056	4,030	2,019	2,011	26	15	11

a Includes unseparated colored.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

NORTH CAROLINA.

1880. Population	1,399,750.	Enrolled in public common schools	256,422
1890. Population	1,617,947.	Enrolled in public common schools	325,861
Gain of population	15.59 per cent.	Gain of enrollment in public common schools	27.08 per cent.

PUBLIC COMMON SCHOOLS OF NORTH CAROLINA FOR THE YEAR ENDED JUNE 30, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	6,865	4,541	2,682	1,859	2,324	1,410	914	325,861	208,844	108,633	100,211	117,017	55,523	61,494
Alamance	66	45	22	23	21	10	11	3,006	1,927	1,043	884	1,079	532	547
Alexander	48	43	35	8	5	5	.....	2,349	2,225	1,189	1,036	124	55	69
Alleghany	37	31	30	1	6	6	.....	1,449	1,333	730	603	116	56	60
Ansou	73	37	22	15	36	28	8	3,704	1,460	750	710	2,244	1,126	1,118
Ashe	99	91	85	6	8	5	3	4,446	4,336	2,256	2,080	110	60	50
Beaufort	89	60	28	32	29	15	14	3,876	2,245	1,147	1,098	1,631	756	875
Bertie	96	54	17	37	42	27	15	4,193	1,512	821	691	2,681	1,243	1,438
Bladen	69	37	20	17	32	18	14	3,077	1,439	770	669	1,638	770	868
Brunswick	65	43	26	17	22	16	6	2,510	1,384	724	660	1,126	542	584
Buncombe	102	88	64	24	14	5	9	8,323	7,266	3,237	4,029	1,057	498	559
Burke	68	53	18	35	15	8	7	3,142	2,253	1,161	1,092	889	461	428
Cabarrus	80	54	24	30	26	13	13	3,646	2,651	1,420	1,231	995	502	493
Caldwell	63	53	39	14	10	6	4	2,971	2,594	1,341	1,253	377	192	185
Camden	31	19	12	7	12	10	2	1,659	970	500	470	689	389	300
Carteret	23	18	11	7	5	5	.....	945	707	355	352	238	108	130
Caswell	67	31	13	18	36	22	14	2,636	1,011	517	494	1,625	712	913
Catawba	81	64	55	9	17	16	1	4,163	3,619	1,934	1,685	544	258	286
Chatham	107	65	48	17	42	26	16	4,889	2,747	1,442	1,305	2,142	986	1,156
Cherokee	42	40	31	9	2	1	1	2,610	2,546	1,362	1,184	64	28	36
Chowan	30	18	6	12	12	7	5	2,466	742	402	340	1,724	765	959
Clay	20	18	13	5	2	2	.....	1,117	1,062	561	501	55	30	25
Cleveland	96	76	38	38	20	10	10	4,800	4,108	2,000	2,108	692	325	367
Columbus	93	57	35	22	36	22	14	3,785	2,281	1,199	1,082	1,504	741	763
Craven	66	34	10	24	32	14	18	3,804	1,529	729	800	2,275	1,050	1,225
Cumberland	101	52	18	34	49	26	23	4,814	2,028	1,058	970	2,786	1,322	1,464
Currituck	31	18	9	9	13	8	5	1,201	611	353	258	590	309	281
Dare	26	24	20	4	2	.....	2	1,111	1,016	541	475	95	53	42
Davidson	114	88	59	29	26	18	8	5,019	4,117	2,246	1,871	902	343	559
Davie	57	40	28	12	17	13	4	2,750	1,970	1,050	920	780	415	365
Duplin	108	64	25	39	44	25	19	4,601	2,504	1,301	1,203	2,097	902	1,195
Durham	59	34	20	14	25	18	7	3,256	1,918	985	933	1,338	610	728
Edgecombe	71	33	7	26	38	25	13	3,517	1,107	520	587	2,410	1,124	1,286
Forsyth	82	62	47	15	20	15	5	4,139	3,187	1,729	1,458	952	469	483
Franklin	81	40	18	22	41	18	23	3,261	1,560	760	800	1,701	780	921
Gaston	81	56	34	22	25	17	8	4,341	2,948	1,537	1,411	1,393	666	727
Gatee	60	33	12	21	27	8	19	2,214	998	526	472	1,216	541	675
Graham	20	20	20	.....	.....	.....	.....	852	852	462	390	.....	.....	.....
Granville	80	41	9	32	39	27	12	3,821	1,861	917	944	1,960	912	1,048
Greene	46	24	4	20	22	17	5	1,723	931	466	465	792	374	418
Guilford	127	91	43	48	36	22	14	5,944	4,148	2,239	1,909	1,796	942	854
Halifax	92	39	19	20	53	30	23	6,164	1,591	826	765	4,573	2,321	2,252
Harnett (*a*)	74	46	33	13	28	18	10	3,362	1,576	788	788	1,786	850	936
Haywood	60	56	34	22	4	4	.....	3,258	3,206	1,752	1,454	52	24	28
Henderson	57	46	36	10	11	7	4	3,043	2,763	1,203	1,560	280	150	130
Hertford	57	31	9	22	26	15	11	2,822	1,129	596	533	1,693	790	903
Hyde	27	15	8	7	12	7	5	2,340	1,050	600	450	1,290	650	640
Iredell	169	106	68	38	63	34	29	5,426	3,950	2,097	1,853	1,476	700	776
Jackson	31	29	19	10	2	1	1	2,210	2,112	1,075	1,037	98	49	49
Johnston	119	84	56	28	35	22	13	6,217	4,310	2,329	1,981	1,907	874	1,033
Jones	61	21	8	13	40	25	15	2,542	645	335	310	1,897	924	973
Lenoir	63	40	12	28	23	13	10	2,461	1,530	783	747	931	391	540
Lincoln	52	40	27	13	12	10	2	2,725	2,040	1,113	927	685	373	312
McDowell	51	41	26	15	10	9	1	2,237	1,909	1,048	861	328	152	176
Macon	56	51	26	25	5	4	1	2,603	2,463	1,306	1,157	140	60	80
Madison	59	57	44	13	2	1	1	4,145	4,084	2,217	1,867	61	30	31
Martin	69	42	18	24	27	17	10	3,207	1,731	910	821	1,476	673	803
Mecklenburg	135	75	39	36	60	35	25	7,067	3,631	1,968	1,663	3,436	1,759	1,677
Mitchell	59	59	48	11	.....	.....	.....	2,387	2,387	1,291	1,096	.....	.....	.....
Montgomery	54	37	26	11	17	13	4	2,281	1,524	786	738	757	385	372
Moore	78	58	47	11	20	6	14	2,745	2,071	1,090	981	674	300	374
Nash	87	45	19	26	42	27	15	3,648	1,777	872	905	1,871	868	1,003
New Hanover	28	13	1	12	15	6	9	2,911	1,320	601	719	1,591	730	861
Northampton	76	37	16	21	39	28	11	3,255	1,324	753	571	1,931	893	1,038
Onslow	57	39	22	17	18	14	4	2,418	1,635	894	741	783	377	406
Orange	84	43	25	18	41	17	24	2,473	1,425	810	615	1,048	509	539
Pamlico	37	21	12	9	16	10	6	2,127	1,197	601	596	930	413	517
Pasquotank	34	18	6	12	16	7	9	1,713	656	352	304	1,057	492	565
Pender	53	30	14	16	23	18	5	2,221	1,072	594	478	1,149	497	652
Perquimans	46	27	8	19	19	13	6	2,499	1,045	555	490	1,454	683	771
Person	45	22	8	14	23	16	7	1,885	1,002	519	483	883	393	490

a This county having failed to report for 1890, the figures inserted are for 1888.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

NORTH CAROLINA—Continued.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
Pitt	135	80	17	63	55	23	32	5,525	3,052	1,554	1,498	2,473	1,138	1,335
Polk	36	23	13	10	13	7	6	1,402	934	503	431	468	200	268
Randolph	119	97	63	34	22	15	7	5,838	5,007	2,470	2,537	831	382	449
Richmond	84	40	26	14	44	30	14	4,072	1,383	740	643	2,689	1,235	1,454
Roheson	167	100	73	27	67	37	30	5,401	2,692	1,393	1,299	2,709	1,271	1,438
Croatsns	18	.....	.....	.....	18	14	4	422	.....	.....	.....	422	234	188
Rockingham	101	58	19	39	43	18	25	4,750	2,637	1,370	1,267	2,113	1,041	1,072
Rowan	136	74	58	16	62	48	14	6,456	4,660	2,367	2,293	1,796	862	934
Rutherford	92	69	52	17	23	15	8	3,968	3,084	1,614	1,470	884	427	457
Sampson	90	46	24	22	44	27	17	3,937	1,940	1,023	917	1,997	850	1,147
Stanly	71	61	47	14	10	8	2	3,353	2,885	1,516	1,369	468	231	237
Stokes	79	63	31	32	16	15	1	3,457	2,845	1,523	1,322	612	287	325
Surry	98	80	50	30	18	12	6	4,007	3,301	1,836	1,465	706	401	305
Swain	28	27	24	3	1	1	.....	1,232	1,209	627	582	23	14	9
Transylvania	35	33	17	16	2	1	1	1,534	1,368	747	621	166	83	83
Tyrrell	18	15	13	2	3	3	.....	350	170	90	80	180	95	85
Union	108	78	57	21	30	25	5	6,026	4,020	2,100	1,920	2,006	1,040	960
Vance	50	25	1	24	25	16	9	2,255	769	393	376	1,486	692	794
Wake	143	70	38	32	73	43	30	8,760	4,385	2,291	2,094	4,375	2,025	2,350
Warren	66	33	4	29	33	19	14	3,281	885	429	456	2,396	1,079	1,317
Washington	47	30	13	17	17	6	11	2,249	1,167	596	571	1,082	499	583
Watauga	57	53	43	10	4	3	1	2,519	2,445	1,290	1,155	74	35	39
Wayne	92	51	16	35	41	15	26	3,717	2,070	1,045	1,025	1,647	751	896
Wilkes	87	79	69	10	8	5	3	4,220	3,914	2,076	1,838	306	160	146
Wilson (*a*)	71	42	23	19	29	15	14	3,965	2,075	1,037	1,038	1,890	945	945
Yadkin	65	56	46	10	9	5	4	3,521	3,089	1,499	1,590	432	221	211
Yancey (*a*)	47	41	36	5	6	3	3	3,128	3,000	1,560	1,440	128	68	60

NORTH DAKOTA.

1880. Population	36,909.	Enrolled in public common schools	3,746
1890 Population	182,719.	Enrolled in public common schools	35,543
Gain of population	395.05 per cent.	Gain of enrollment in public common schools	848.83 per cent.

PUBLIC COMMON SCHOOLS OF NORTH DAKOTA FOR THE YEAR ENDED JUNE 30, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White. (*b*)			Colored.			Aggregate.	White. (*b*)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	1,982	1,982	560	1,422	.....	.....	.....	35,543	35,543	18,722	16,821	.....	.....	.....
Barnes	105	105	33	72	.....	.....	.....	1,448	1,448	743	705	.....	.....	.....
Benson	31	31	8	23	.....	.....	.....	359	359	191	168	.....	.....	.....
Billings	2	2	1	1	.....	.....	.....	21	21	10	11	.....	.....	.....
Bottineau	14	14	4	10	.....	.....	.....	508	508	280	228	.....	.....	.....
Burleigh	44	44	12	32	.....	.....	.....	787	787	380	407	.....	.....	.....
Cass	207	207	60	147	.....	.....	.....	4,116	4,116	2,106	2,010	.....	.....	.....
Cavalier	58	58	23	35	.....	.....	.....	1,311	1,311	738	573	.....	.....	.....
Dickey	95	95	15	80	.....	.....	.....	1,328	1,328	660	668	.....	.....	.....
Eddy	15	15	3	12	.....	.....	.....	187	187	97	90	.....	.....	.....
Emmons	33	33	11	22	.....	.....	.....	353	353	220	133	.....	.....	.....
Foster	22	22	5	17	.....	.....	.....	254	254	145	109	.....	.....	.....
Grand Forks	111	111	20	91	.....	.....	.....	3,450	3,450	1,786	1,664	.....	.....	.....
Griggs	43	43	10	33	.....	.....	.....	558	558	290	268	.....	.....	.....
Kidder	17	17	5	12	.....	.....	.....	260	260	129	131	.....	.....	.....
Lamoure	51	51	15	36	.....	.....	.....	389	389	226	163	.....	.....	.....
Logan	2	2	.....	2	.....	.....	.....	22	22	12	10	.....	.....	.....
McHenry (*c*)	21	21	3	18	.....	.....	.....	252	252	127	125	.....	.....	.....
McIntosh	17	17	5	12	.....	.....	.....	252	252	147	105	.....	.....	.....
McLean	17	17	6	11	.....	.....	.....	195	195	104	91	.....	.....	.....
Mercer	7	7	2	5	.....	.....	.....	71	71	38	33	.....	.....	.....
Morton	35	35	4	31	.....	.....	.....	740	740	417	323	.....	.....	.....
Nelson	39	39	9	30	.....	.....	.....	865	865	518	347	.....	.....	.....
Oliver	1	1	.....	1	.....	.....	.....	7	7	4	3	.....	.....	.....
Pembina	109	109	41	68	.....	.....	.....	3,361	3,361	1,826	1,535	.....	.....	.....
Pierce	5	5	.....	5	.....	.....	.....	61	61	38	23	.....	.....	.....
Ramsey	61	61	11	50	.....	.....	.....	730	730	364	366	.....	.....	.....
Ransom	93	93	28	65	.....	.....	.....	1,168	1,168	600	568	.....	.....	.....
Richland	151	151	63	88	.....	.....	.....	2,571	2,571	1,348	1,223	.....	.....	.....
Rolette	18	18	6	12	.....	.....	.....	594	594	315	279	.....	.....	.....
Sargent	71	71	25	46	.....	.....	.....	987	987	450	537	.....	.....	.....

a This county having failed to report for 1890, the figures inserted are for 1888. *b* Includes unseparated colored. *c* No report; estimated as reported for 1889.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

NORTH DAKOTA—Continued.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White. (a)			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
Stark	22	22	7	15				359	359	183	176			
Steele	65	65	24	41				867	867	483	384			
Stutsman	73	73	11	62				1,022	1,022	523	499			
Towner	13	13	2	11				149	149	86	63			
Traill	127	127	41	86				1,938	1,938	1,035	903			
Walsh	155	155	41	114				3,627	3,627	1,917	1,710			
Ward	12	12	3	9				223	223	96	127			
Wells	20	20	3	17				153	153	90	63			

OHIO.

1880. Population ..... 3,198,062. Enrolled in public common schools 752,442
1890. Population ..... 3,672,316. Enrolled in public common schools 797,439
Gain of population ..... 14.83 per cent. Gain of enrollment in public common schools ..... 5.98 per cent.

PUBLIC COMMON SCHOOLS OF OHIO FOR THE YEAR ENDED AUGUST 31, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	25,156	25,127	10,833	14,294	29	8	21	797,439	793,754	411,634	382,120	3,685	1,805	1,880
Adams	180	180	122	58				6,730	6,730	3,549	3,181			
Allen	272	272	148	124				8,916	8,916	4,693	4,223			
Ashland	230	230	115	115				6,415	6,415	3,372	3,043			
Ashtabula	540	540	167	373				9,913	9,913	4,939	4,974			
Athens	306	306	109	197				8,842	8,842	4,559	4,283			
Auglaize	206	206	116	90				7,167	7,167	3,780	3,387			
Belmont	348	348	164	184				14,092	14,092	7,165	6,927			
Brown	214	214	124	90				7,881	7,881	4,159	3,722			
Butler	229	228	97	131	1		1	8,827	8,757	4,406	4,351	70	34	36
Carroll	206	206	117	89				5,073	5,073	2,617	2,456			
Champaign	199	199	103	96				6,500	6,500	3,414	3,086			
Clark	266	266	104	162				10,156	9,458	4,972	4,486	698	344	354
Clermont	235	235	121	114				8,378	8,378	4,425	3,953			
Clinton	192	192	110	82				6,029	6,029	3,193	2,836			
Columbiana	425	425	161	264				13,528	13,528	7,044	6,484			
Coshocton	184	184	120	64				7,431	7,431	3,950	3,481			
Crawford	279	279	119	160				7,641	7,641	3,914	3,727			
Cuyahoga	991	987	113	874	4		4	46,308	45,886	23,350	22,536	422	198	224
Darke	370	370	217	153				11,765	11,765	6,200	5,565			
Defiance	249	249	94	155				6,448	6,448	3,453	2,995			
Delaware	280	280	98	182				6,613	6,613	3,293	3,320			
Erie	247	247	57	190				7,128	7,033	3,695	3,338	95	40	55
Fairfield	270	270	167	103				8,571	8,571	4,541	4,030			
Fayette	171	171	89	82				5,565	5,565	2,869	2,696			
Franklin	543	543	159	384				20,773	20,773	10,404	10,369			
Fulton	240	240	111	129				5,738	5,738	3,008	2,730			
Gallia	241	241	146	95				7,919	7,919	4,076	3,843			
Geauga	227	227	69	158				3,379	3,379	1,827	1,552			
Greene	198	198	84	114				6,832	6,832	3,575	3,257			
Guernsey	260	260	149	111				8,182	8,182	4,234	3,948			
Hamilton	1,049	1,034	203	831	15	6	9	47,494	45,894	23,426	22,468	1,600	800	800
Hancock	306	306	154	152				9,052	9,052	5,066	4,586			
Hardin	285	285	122	163				7,982	7,982	4,075	3,907			
Harrison	178	178	105	73				5,557	5,557	2,861	2,696			
Henry	239	239	99	140				6,683	6,683	3,586	3,097			
Highland	256	256	150	106				7,585	7,585	3,987	3,598			
Hocking	167	167	90	77				6,201	6,201	3,185	3,016			
Holmes	181	181	123	58				5,769	5,769	3,163	2,606			
Huron	350	350	117	233				7,614	7,614	3,997	3,617			
Jackson	168	168	96	72				7,836	7,836	4,026	3,810			
Jefferson	246	246	110	136				8,897	8,772	4,538	4,234	125	55	70
Knox	272	272	165	107				6,710	6,710	3,518	3,192			
Lake	161	161	30	131				3,377	3,377	1,747	1,630			
Lawrence	204	204	116	88				9,987	9,987	5,147	4,840			
Licking	434	434	175	259				10,159	10,116	5,179	4,937	43	16	27
Logan	275	275	132	143				6,659	6,659	3,459	3,200			
Lorain	362	362	78	284				8,537	8,537	4,347	4,190			
Lucas	365	365	61	304				15,265	15,265	7,779	7,486			
Madison	174	174	82	92				4,902	4,902	2,543	2,359			
Mahoning	355	355	141	214				10,900	10,779	5,475	5,304	121	51	70

a Includes unseparated colored.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

OHIO—Continued.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
Marion	286	286	115	171				6,423	6,423	3,260	3,163			
Medina	274	274	124	150				5,698	5,698	2,978	2,720			
Meigs	267	267	120	147				8,051	8,051	4,237	3,814			
Mercer	177	177	111	66				7,256	7,256	3,828	3,428			
Miami	261	261	128	133				8,515	8,515	4,495	4,020			
Monroe	211	211	169	42				7,067	7,067	3,894	3,173			
Montgomery	424	424	135	289				17,803	17,803	9,139	8,664			
Morgan	244	244	134	110				5,095	5,095	2,678	2,417			
Morrow	245	245	111	134				4,786	4,786	2,539	2,247			
Muskingum	359	359	160	199				11,276	11,276	5,847	5,429			
Noble	237	237	170	67				5,926	5,926	3,171	2,755			
Ottawa	143	143	45	98				5,847	5,847	2,982	2,865			
Paulding	192	192	93	99				7,289	7,289	3,763	3,526			
Perry	209	209	122	87				8,025	8,025	4,198	3,827			
Pickaway	203	203	125	78				6,739	6,739	3,553	3,186			
Pike	135	135	84	51				4,744	4,744	2,503	2,241			
Portage	351	351	124	227				6,562	6,562	3,348	3,214			
Preble	189	189	108	81				5,885	5,885	3,186	2,699			
Putnam	241	241	139	102				7,795	7,795	4,062	3,733			
Richland	353	353	139	214				8,660	8,660	4,485	4,175			
Ross	283	278	107	171	5	1	4	9,209	9,001	4,634	4,367	208	114	94
Sandusky	261	261	101	160				6,902	6,892	3,687	3,205	10	5	5
Scioto	187	183	93	90	4	1	3	8,510	8,322	4,248	4,074	188	103	85
Seneca	350	350	166	184				8,942	8,936	4,616	4,320	6	4	2
Shelby	196	196	106	90				5,947	5,947	3,244	2,703			
Stark	505	505	239	266				18,809	18,797	9,612	9,185	12	4	8
Summit	367	367	116	251				11,177	11,090	5,637	5,453	87	37	50
Trumbull	410	410	142	268				9,729	9,729	4,911	4,818			
Tuscarawas	311	311	175	136				12,615	12,615	6,641	5,974			
Union	246	246	118	128				6,074	6,074	3,149	2,925			
Van Wert	257	257	126	131				8,789	8,789	4,633	4,156			
Vinton	160	160	85	75				4,546	4,546	2,351	2,195			
Warren	172	172	78	94				5,717	5,717	3,040	2,677			
Washington	391	391	154	237				11,237	11,237	5,873	5,364			
Wayne	339	339	182	157				10,611	10,611	5,541	5,070			
Williams	265	265	118	147				6,270	6,270	3,173	3,097			
Wood	389	389	133	256				10,820	10,820	5,688	5,132			
Wyandot	241	241	119	122				5,587	5,587	3,030	2,557			

OKLAHOMA.

PUBLIC COMMON SCHOOLS OF OKLAHOMA REPORTED TO AUGUST 31, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The Territory (b)	17	17	15	2				579	579	273	306			
Greer	17	17	15	2				579	579	273	306			

a Includes unseparated colored.

b Greer county only (claimed by Texas).

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

OREGON.

1880. Population	174,768.	Enrolled in public common schools	37,437
1890. Population	313,767.	Enrolled in public common schools	63,354
Gain of population	79.53 per cent.	Gain of enrollment in public common schools	69.23 per cent.

PUBLIC COMMON SCHOOLS OF OREGON FOR THE YEAR ENDED MARCH 3, 1890.

COUNTIES.	TEACHERS.							PUPILS (BETWEEN 4 AND 20 YEARS OF AGE).						
	Aggregate.	White. (a)			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	2,566	2,566	1,111	1,455	.....	.....	.....	63,354	63,339	32,308	31,031	15	4	11
Baker	57	57	29	28	.....	.....	.....	1,350	1,350	656	694	.....	.....	.....
Benton	85	85	26	59	.....	.....	.....	2,610	2,610	1,326	1,284	.....	.....	.....
Clackamas	156	156	78	78	.....	.....	.....	4,009	4,009	2,103	1,906	.....	.....	.....
Clatsop	35	35	6	29	.....	.....	.....	1,181	1,181	600	581	.....	.....	.....
Columbia	26	26	10	16	.....	.....	.....	910	910	469	441	.....	.....	.....
Coos	90	90	41	49	.....	.....	.....	1,926	1,926	1,003	923	.....	.....	.....
Crook	49	49	24	25	.....	.....	.....	641	641	335	306	.....	.....	.....
Curry	14	14	8	6	.....	.....	.....	300	300	160	140	.....	.....	.....
Douglas	158	158	75	83	.....	.....	.....	3,170	3,170	1,587	1,583	.....	.....	.....
Gilliam	34	34	14	20	.....	.....	.....	908	908	453	455	.....	.....	.....
Grant	41	41	14	27	.....	.....	.....	1,104	1,104	504	600	.....	.....	.....
Harney	17	17	8	9	.....	.....	.....	412	412	214	198	.....	.....	.....
Jackson	109	109	48	61	.....	.....	.....	2,740	2,740	1,421	1,319	.....	.....	.....
Josephine	32	32	16	16	.....	.....	.....	1,160	1,160	610	550	.....	.....	.....
Klamath	20	20	8	12	.....	.....	.....	551	551	279	272	.....	.....	.....
Lake	29	29	13	16	.....	.....	.....	590	590	296	294	.....	.....	.....
Lane	196	196	71	125	.....	.....	.....	3,741	3,741	1,860	1,881	.....	.....	.....
Linn	203	203	113	90	.....	.....	.....	4,098	4,098	2,166	1,932	.....	.....	.....
Malheur	18	18	10	8	.....	.....	.....	249	249	132	117	.....	.....	.....
Marion	130	130	58	72	.....	.....	.....	4,658	4,658	2,503	2,155	.....	.....	.....
Morrow	30	30	14	16	.....	.....	.....	903	903	416	487	.....	.....	.....
Multnomah	252	252	58	194	.....	.....	.....	9,153	9,138	4,504	4,634	15	4	11
Polk	99	99	40	59	.....	.....	.....	1,960	1,960	1,015	945	.....	.....	.....
Sherman	29	29	19	10	.....	.....	.....	445	445	252	193	.....	.....	.....
Tillamook	24	24	16	8	.....	.....	.....	688	688	335	353	.....	.....	.....
			66											
Umatilla	129	129		63	.....	.....	.....	3,261	3,261	1,606	1,655	.....	.....	.....
Union	95	95	44	51	.....	.....	.....	2,566	2,566	1,354	1,212	.....	.....	.....
Wallowa	29	29	15	14	.....	.....	.....	1,093	1,093	513	580	.....	.....	.....
Wasco	86	86	20	66	.....	.....	.....	1,329	1,329	645	684	.....	.....	.....
Washington	139	139	77	62	.....	.....	.....	2,955	2,955	1,629	1,326	.....	.....	.....
Yamhill	155	155	72	83	.....	.....	.....	2,693	2,693	1,362	1,331	.....	.....	.....

a Includes unseparated colored.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

PENNSYLVANIA.

1880. Population	4,282,891.	Enrolled in public common schools	950,300
1890. Population	5,258,014.	Enrolled in public common schools	1,011,163
Gain of population	22.77 per cent.	Gain of enrollment in public common schools	6.40 per cent.

PUBLIC COMMON SCHOOLS OF PENNSYLVANIA FOR THE YEAR ENDED JUNE 2, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	24,580	24,543	8,383	16,160	37	11	26	1,011,163	1,005,649	511,270	494,379	5,514	2,578	2,936
Adams	187	187	100	87				7,264	7,264	3,780	3,484			
Allegheny	1,601	1,601	195	1,406				82,571	82,571	41,582	40,989			
Armstrong	292	292	146	146				12,214	12,214	6,254	5,960			
Beaver	263	263	87	176				10,425	10,425	5,445	4,980			
Bedford	293	293	192	101				10,596	10,596	5,566	5,030			
Berks	661	661	372	289				27,114	27,014	14,099	12,915	100	50	50
Blair	303	303	134	169				13,824	13,779	7,008	6,771	45	21	24
Bradford	665	665	152	513				14,187	14,187	7,327	6,860			
Bucks	313	313	127	186				12,935	12,935	6,983	5,952			
Butler	340	340	150	190				14,320	14,320	7,434	6,886			
Cambria	296	296	99	197				12,752	12,752	6,512	6,240			
Cameron	63	63	7	56				1,500	1,500	729	771			
Carbon	180	180	87	93				8,766	8,766	4,527	4,239			
Center	261	261	157	104				10,389	10,389	5,436	4,953			
Chester	414	414	63	351				17,441	17,441	8,726	8,715			
Clarion	269	269	105	164				9,446	9,446	4,857	4,589			
Clearfield	331	331	123	208				15,085	15,085	7,546	7,539			
Clinton	175	175	71	104				6,009	6,009	2,940	3,069			
Columbia	219	219	84	135				9,206	9,206	4,999	4,207			
Crawford	726	726	150	576				15,281	15,258	7,829	7,429	23	12	11
Cumberland	248	248	130	118				9,652	9,652	4,923	4,729			
Dauphin	397	391	219	172	6	3	3	19,244	18,774	9,457	9,317	470	211	259
Delaware	244	244	18	226				12,054	11,721	5,915	5,806	333	152	181
Elk	136	136	40	96				4,015	4,015	2,106	1,909			
Erie	618	618	93	525				15,607	15,567	7,861	7,706	40	24	16
Fayette	348	348	180	168				16,271	16,271	8,416	7,855			
Forest	103	103	25	78				1,887	1,887	973	914			
Franklin	319	319	197	122				12,163	12,000	6,292	5,708	163	82	81
Fulton	73	73	48	25				2,845	2,845	1,530	1,315			
Greene	208	208	127	81				7,607	7,607	4,146	3,461			
Huntingdon	248	248	149	99				8,751	8,751	4,487	4,264			
Indiana	282	282	149	133				10,687	10,687	5,552	5,135			
Jefferson	252	252	127	125				10,688	10,688	5,554	5,134			
Juniata	107	107	68	39				4,314	4,314	2,232	2,082			
Lackawanna	464	464	73	391				24,235	24,210	11,358	12,852	25	10	15
Lancaster	658	657	301	356	1	1		29,873	29,683	15,601	14,082	190	86	104
Lawrence	226	226	79	147				7,897	7,879	4,011	3,868	18	8	10
Lebanon	236	236	166	70				9,455	9,455	4,930	4,525			
Lehigh	348	348	217	131				15,309	15,309	8,070	7,239			
Luzerne	699	699	180	519				35,995	35,989	17,915	18,074	6	2	4
Lycoming	378	378	145	233				14,259	14,044	7,102	6,942	215	107	108
McKean	279	279	37	242				9,469	9,453	4,770	4,683	16	7	9
Mercer	505	505	175	330				13,227	13,227	6,969	6,258			
Mifflin	114	114	59	55				5,038	5,038	2,497	2,541			
Monroe	136	136	97	39				4,855	4,855	2,558	2,297			
Montgomery	447	447	161	286				20,352	20,265	10,279	9,986	87	43	44
Montour	84	84	36	48				2,810	2,810	1,408	1,402			
Northampton	383	383	242	141				16,554	16,489	8,689	7,800	65	33	32
Northumberland	320	320	169	151				15,904	15,882	8,046	7,836	22	10	12
Perry	189	189	123	66				6,944	6,944	3,570	3,374			
Philadelphia	2,694	2,666	99	2,567	28	6	22	162,108	158,573	77,762	80,811	3,535	1,658	1,877
Pike	68	68	17	51				2,033	2,033	1,034	999			
Potter	242	242	39	203				4,432	4,432	2,301	2,131			
Schuylkill	622	622	266	356				32,105	32,078	16,096	15,982	27	9	18
Snyder	115	115	94	21				4,649	4,649	2,456	2,193			
Somerset	276	276	196	80				10,099	10,099	5,158	4,941			
Sullivan	97	97	21	76				2,417	2,417	1,238	1,179			
Susquehanna	452	452	91	361				8,682	8,682	4,557	4,125			
Tioga	442	442	91	351				11,894	11,894	6,133	5,761			
Union	102	102	69	33				4,057	4,057	2,146	1,911			
Venango	348	348	110	238				11,307	11,282	5,673	5,609	25	6	19
Warren	300	300	42	258				7,906	7,906	3,970	3,936			
Washington	379	379	129	250				14,788	14,788	7,389	7,399			
Wayne	366	366	58	308				7,139	7,139	3,556	3,583			
Westmoreland	501	501	267	234				22,921	22,921	11,805	11,116			
Wyoming	183	183	48	135				3,790	3,790	1,997	1,793			
York	492	490	315	175	2	1	1	21,550	21,441	11,203	10,238	109	47	62

a Includes unseparated colored.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

RHODE ISLAND.

1880. Population ..... 276,531. Enrolled in public common schools 42,489
1890. Population ..... 345,506. Enrolled in public common schools 52,774
Gain of population ..... 24.94 per cent. Gain of enrollment in public common schools ..... 24.21 per cent.

PUBLIC COMMON SCHOOLS OF RHODE ISLAND FOR THE YEAR ENDED APRIL 30, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The state	1,378	1,378	174	1,204	.....	.....	.....	52,774	52,549	26,382	26,167	225	101	124
Bristol	54	54	10	44	.....	.....	.....	1,906	1,906	934	972	.....	.....	.....
Kent	110	110	26	84	.....	.....	.....	3,883	3,883	1,995	1,888	.....	.....	.....
Newport	130	130	18	112	.....	.....	.....	4,017	3,807	1,936	1,871	210	93	117
Providence	899	899	79	820	.....	.....	.....	38,170	38,155	19,131	19,024	15	8	7
Washington	185	185	41	144	.....	.....	.....	4,798	4,798	2,386	2,412	.....	.....	.....

SOUTH CAROLINA.

1880. Population ..... 995,577. Enrolled in public common schools 134,842
1890. Population ..... 1,151,149. Enrolled in public common schools 203,461
Gain of population ..... 15.63 per cent. Gain of enrollment in public common schools ..... 50.89 per cent.

PUBLIC COMMON SCHOOLS OF SOUTH CAROLINA FOR THE YEAR 1889–1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	4,321	2,677	1,102	1,575	1,644	1,044	600	203,461	90,051	46,761	43,290	113,410	54,279	59,131
Abbeville	205	119	35	84	86	41	45	9,344	3,480	1,751	1,729	5,864	2,659	3,205
Aiken	132	81	34	47	51	34	17	6,402	2,778	1,472	1,306	3,624	1,712	1,912
Anderson	156	102	31	71	54	42	12	7,150	4,167	2,102	2,065	2,983	1,400	1,583
Barnwell	144	85	35	50	59	39	20	7,224	2,681	1,407	1,274	4,543	2,231	2,312
Beaufort	83	18	2	16	65	51	14	6,391	520	232	288	5,871	2,762	3,109
Berkeley	127	49	26	23	78	36	42	5,636	997	568	429	4,639	2,473	2,166
Charleston	122	111	10	101	11	2	9	6,405	2,978	1,111	1,867	3,427	1,437	1,990
Chester	133	78	23	55	55	31	24	5,471	1,864	944	920	3,607	1,683	1,924
Chesterfield	69	45	33	12	24	16	8	3,356	2,224	1,180	1,044	1,132	521	611
Clarendon	77	52	19	33	25	17	8	2,889	1,258	650	608	1,631	834	797
Colleton	130	86	44	42	44	38	6	5,983	3,066	1,668	1,398	2,917	1,546	1,371
Darlington	76	45	14	31	31	18	13	4,724	2,011	1,057	954	2,713	1,370	1,343
Edgefield	218	121	43	78	97	45	52	8,913	3,650	1,890	1,760	5,263	2,443	2,820
Fairfield	114	66	32	34	48	22	26	5,612	1,544	781	763	4,068	1,867	2,201
Florence	109	72	27	45	37	28	9	5,385	2,386	1,166	1,220	2,999	1,478	1,521
Georgetown	67	22	10	12	45	33	12	2,829	640	350	290	2,189	1,143	1,046
Greenville	223	154	71	83	69	35	34	9,658	5,369	2,853	2,516	4,289	2,030	2,259
Hampton	78	48	19	29	30	18	12	2,599	1,414	758	656	1,185	546	639
Horry	89	66	55	11	23	23	.....	3,931	2,759	1,514	1,245	1,172	576	596
Kershaw	92	65	36	29	27	18	9	4,405	2,067	1,024	983	2,398	1,158	1,240
Lancaster	83	55	26	29	28	22	6	3,797	2,059	1,048	1,011	1,738	851	887
Laurens	143	88	27	61	55	30	25	6,487	3,050	1,748	1,302	3,437	1,580	1,857
Lexington	93	55	37	18	38	28	10	3,046	1,912	1,006	906	1,134	501	633
Marion	154	101	69	32	53	40	13	6,254	3,158	1,659	1,499	3,096	1,518	1,578
Marlboro	84	53	24	29	31	22	9	4,049	1,817	933	884	2,232	1,093	1,139
Newberry	107	63	16	47	44	23	21	5,405	1,933	993	940	3,472	1,574	1,898
Oconee	116	86	36	50	30	22	8	4,013	2,945	1,531	1,414	1,068	503	565
Orangeburg	171	89	46	43	82	70	12	9,275	3,103	1,640	1,463	6,172	3,073	3,099
Pickens	88	66	25	41	22	16	6	4,229	3,279	1,725	1,554	950	476	474
Richland	90	51	17	34	39	24	15	6,029	1,844	935	909	4,185	1,959	2,226
Spartanburg	186	146	48	98	40	23	17	11,282	7,310	3,943	3,367	3,972	1,943	2,029
Sumter	144	86	21	65	58	32	26	7,774	2,215	1,173	1,042	5,559	2,689	2,870
Union	104	55	21	34	49	23	26	4,743	1,910	956	954	2,833	1,330	1,503
Williamsburg	93	62	28	34	31	20	11	4,154	1,760	924	836	2,394	1,105	1,289
York	221	136	62	74	85	62	23	8,617	3,963	2,069	1,894	4,654	2,215	2,439

a Includes unseparated colored.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

SOUTH DAKOTA.

1880. Population	98,268.	Enrolled in public common schools	9,972
1890. Population	328,808.	Enrolled in public common schools	77,943
Gain of population	234.60 per cent.	Gain of enrollment in public common schools	681.62 per cent.

PUBLIC COMMON SCHOOLS OF SOUTH DAKOTA FOR THE YEAR ENDED JUNE 30, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	4,420	4,420	1,294	3,126	.....	.....	.....	77,943	77,940	41,008	36,932	3	.....	3
Aurora	98	98	39	59	.....	.....	.....	1,356	1,356	694	662	.....	.....	.....
Beadle	158	158	44	114	.....	.....	.....	2,598	2,598	1,348	1,250	.....	.....	.....
Bonhomme	84	84	32	52	.....	.....	.....	2,268	2,268	1,170	1,098	.....	.....	.....
Brookings	155	155	56	99	.....	.....	.....	2,739	2,739	1,482	1,257	.....	.....	.....
Brown	243	243	74	169	.....	.....	.....	3,457	3,457	1,807	1,650	.....	.....	.....
Brule	111	111	39	72	.....	.....	.....	2,030	2,030	1,107	923	.....	.....	.....
Buffalo	16	16	1	15	.....	.....	.....	224	224	110	114	.....	.....	.....
Butte	15	15	1	14	.....	.....	.....	210	210	114	96	.....	.....	.....
Campbell	35	35	8	27	.....	.....	.....	378	378	193	185	.....	.....	.....
Charles Mix	59	59	18	41	.....	.....	.....	1,068	1,068	592	476	.....	.....	.....
Clark	126	126	33	93	.....	.....	.....	1,548	1,548	819	729	.....	.....	.....
Clay	75	75	21	54	.....	.....	.....	1,935	1,935	1,034	901	.....	.....	.....
Codington	88	88	18	70	.....	.....	.....	1,747	1,747	894	853	.....	.....	.....
Custer	38	38	5	33	.....	.....	.....	803	803	446	357	.....	.....	.....
Davison	71	71	17	54	.....	.....	.....	1,385	1,385	677	708	.....	.....	.....
Day	135	135	34	101	.....	.....	.....	1,972	1,972	980	992	.....	.....	.....
Deuel	90	90	26	64	.....	.....	.....	1,397	1,397	769	628	.....	.....	.....
Douglas	71	71	26	45	.....	.....	.....	1,291	1,291	669	622	.....	.....	.....
Edmunds	68	68	18	50	.....	.....	.....	1,090	1,090	563	527	.....	.....	.....
Fall River	33	33	6	27	.....	.....	.....	598	598	296	302	.....	.....	.....
Faulk	86	86	21	65	.....	.....	.....	1,096	1,096	582	514	.....	.....	.....
Grant	104	104	33	71	.....	.....	.....	1,683	1,683	924	759	.....	.....	.....
Hamlin	64	64	21	43	.....	.....	.....	1,107	1,107	558	549	.....	.....	.....
Hand	145	145	45	100	.....	.....	.....	1,834	1,834	1,005	829	.....	.....	.....
Hanson	75	75	18	57	.....	.....	.....	1,089	1,089	614	475	.....	.....	.....
Hughes	39	39	17	22	.....	.....	.....	1,112	1,112	539	573	.....	.....	.....
Hutchinson	104	104	70	34	.....	.....	.....	2,343	2,343	1,192	1,151	.....	.....	.....
Hyde	65	65	8	57	.....	.....	.....	540	540	273	267	.....	.....	.....
Jerauld	67	67	19	48	.....	.....	.....	968	968	538	430	.....	.....	.....
Kingsbury	147	147	42	105	.....	.....	.....	1,848	1,848	937	911	.....	.....	.....
Lake	129	129	34	95	.....	.....	.....	1,874	1,874	999	875	.....	.....	.....
Lawrence	50	50	8	42	.....	.....	.....	2,136	2,136	1,033	1,103	.....	.....	.....
Lincoln	126	126	31	95	.....	.....	.....	2,530	2,530	1,359	1,171	.....	.....	.....
McCook	112	112	37	75	.....	.....	.....	1,725	1,725	931	794	.....	.....	.....
McPherson	36	36	12	24	.....	.....	.....	526	526	281	245	.....	.....	.....
Marshall	74	74	7	67	.....	.....	.....	800	800	430	370	.....	.....	.....
Meade	25	25	3	22	.....	.....	.....	721	721	397	324	.....	.....	.....
Miner	109	109	24	85	.....	.....	.....	1,472	1,472	785	687	.....	.....	.....
Minnehaha	147	147	55	92	.....	.....	.....	6,162	6,159	3,266	2,893	3	.....	3
Moody	92	92	14	78	.....	.....	.....	1,516	1,516	820	696	.....	.....	.....
Pennington	48	48	10	38	.....	.....	.....	1,129	1,129	580	549	.....	.....	.....
Potter	68	68	14	54	.....	.....	.....	660	660	317	343	.....	.....	.....
Roberts	37	37	12	25	.....	.....	.....	452	452	242	210	.....	.....	.....
Sanborn	99	99	27	72	.....	.....	.....	1,081	1,081	577	504	.....	.....	.....
Spink	209	209	63	146	.....	.....	.....	2,794	2,794	1,513	1,281	.....	.....	.....
Stanley	2	2	.....	2	.....	.....	.....	42	42	21	21	.....	.....	.....
Sully	66	66	18	48	.....	.....	.....	564	564	299	265	.....	.....	.....
Turner	126	126	45	81	.....	.....	.....	2,731	2,731	1,450	1,281	.....	.....	.....
Union	93	93	39	54	.....	.....	.....	2,649	2,649	1,344	1,305	.....	.....	.....
Walworth	31	31	6	25	.....	.....	.....	337	337	189	148	.....	.....	.....
Yankton	76	76	25	51	.....	.....	.....	2,328	2,328	1,249	1,079	.....	.....	.....

a Includes unseparated colored.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

TENNESSEE.

1880. Population	1,542,359.	Enrolled in public common schools	291,500
1890. Population	1,767,518.	Enrolled in public common schools	455,732
Gain of population	14.60 per cent.	Gain of enrollment in public common schools	56.34 per cent.

PUBLIC COMMON SCHOOLS OF TENNESSEE FOR THE YEAR ENDED JUNE 30, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	8,376	6,549	4,090	2,459	1,827	1,075	752	455,732	354,130	183,523	170,607	101,602	50,493	51,109
Anderson	75	67	45	22	8	4	4	3,752	3,531	1,803	1,728	221	122	99
Bedford (*a*)	130	95	33	62	35	20	15	7,314	5,424	2,846	2,578	1,890	942	948
Benton	56	52	44	8	4	3	1	3,605	3,450	1,700	1,750	155	75	80
Bledsoe	43	38	22	16	5	4	1	1,603	1,439	811	628	164	85	79
Blount	93	81	59	22	12	6	6	5,078	4,721	2,486	2,235	357	175	182
Bradley	56	47	39	8	9	6	3	3,565	3,215	1,740	1,475	350	200	150
Campbell	68	65	59	6	3	2	1	4,009	3,910	1,980	1,930	99	45	54
Cannon	88	79	61	18	9	7	2	3,810	3,375	1,725	1,650	435	275	160
Carroll	161	116	80	36	45	27	18	6,725	4,974	2,597	2,377	1,751	870	881
Carter (*b*)	50	42	30	12	8	5	3	2,846	2,562	1,388	1,174	284	144	140
Cheatham (*c*)	48	35	28	7	13	10	3	2,506	2,033	1,076	957	473	255	218
Chester	83	62	41	21	21	14	7	2,831	2,348	1,167	1,181	483	227	256
Claiborne (*d*)	80	77	69	8	3	3	.....	4,648	4,443	2,467	1,976	205	99	106
Clay	42	41	26	15	1	1	.....	2,521	2,431	1,297	1,134	90	53	37
Cocke (*e*)	36	32	27	5	4	2	2	2,240	1,750	775	975	490	200	290
Coffee	76	66	40	26	10	5	5	3,796	3,522	1,766	1,756	274	143	131
Crockett	89	61	45	16	28	18	10	4,769	3,557	1,887	1,670	1,212	593	619
Cumberland	46	46	26	20	.....	.....	.....	1,471	1,459	787	672	12	7	5
Davidson	324	221	57	164	103	53	50	16,760	10,690	5,490	5,200	6,070	3,025	3,045
Decatur	61	51	36	15	10	10	.....	2,667	2,140	1,097	1,043	527	256	271
Dekalb	95	85	72	13	10	8	2	5,730	5,240	2,750	2,490	490	250	240
Dickson	87	73	31	42	14	9	5	3,620	3,047	944	2,103	573	281	292
Dyer	74	55	35	20	19	14	5	3,927	2,760	1,485	1,275	1,167	625	542
Fayette	157	76	15	61	81	45	36	6,917	2,010	1,029	981	4,907	2,297	2,610
Fentress	32	32	19	13	.....	.....	.....	1,796	1,796	927	869	.....	.....	.....
Franklin	71	54	36	18	17	11	6	4,742	3,827	2,001	1,826	915	435	480
Gibson	172	128	66	62	44	27	17	10,234	7,526	3,960	3,566	2,708	1,257	1,451
Giles	158	106	62	44	52	33	19	8,568	5,396	2,802	2,594	3,172	1,595	1,577
Grainger	58	53	46	7	5	4	1	5,130	5,030	3,000	2,030	100	70	30
Greene	136	120	70	50	16	9	7	9,174	8,614	4,900	3,714	560	295	265
Grundy	29	27	25	2	2	1	1	1,953	1,919	903	1,016	34	16	18
Hamblen	53	42	23	19	11	5	6	2,548	2,261	1,222	1,039	287	137	150
Hamilton	164	115	48	67	49	20	29	10,160	7,106	3,601	3,505	3,054	1,466	1,588
Hancock	52	48	44	4	4	3	1	4,039	3,980	2,113	1,867	59	31	28
Hardeman	140	92	50	42	48	27	21	5,800	3,600	1,895	1,705	2,200	1,106	1,094
Hardin	95	78	50	28	17	12	5	4,128	3,311	1,829	1,482	817	425	392
Hawkins	113	99	79	20	14	7	7	7,218	6,641	3,465	3,176	577	294	283
Haywood	110	50	20	30	60	37	23	6,258	2,611	1,325	1,286	3,647	1,834	1,813
Henderson (*b*)	91	71	55	16	20	15	5	4,447	3,777	2,072	1,705	670	288	382
Henry	123	98	51	47	25	20	5	5,681	4,545	2,177	2,368	1,136	544	592
Hickman	103	81	62	19	22	14	8	4,567	3,697	1,884	1,813	870	432	438
Houston	32	24	16	8	8	.....	8	1,175	925	500	425	250	130	120
Humphreys	93	79	51	28	14	10	4	3,900	3,349	1,662	1,687	551	262	289
Jackson	64	61	41	20	3	2	1	3,362	3,281	1,736	1,545	81	42	39
James	21	19	18	1	2	2	.....	1,335	1,160	660	500	175	125	50
Jefferson	87	68	47	21	19	13	6	6,288	5,491	2,651	2,840	797	432	365
Johnson	38	37	30	7	1	1	.....	2,216	2,125	1,135	990	91	46	45
Knox (*f*)	246	206	116	90	40	22	18	8,474	7,559	3,938	3,621	915	494	421
Lake	16	14	11	3	2	2	.....	813	664	349	315	149	75	74
Lauderdale	86	57	32	25	29	17	12	3,056	1,357	719	638	1,699	875	824
Lawrence	82	77	44	33	5	4	1	3,153	2,965	1,546	1,419	188	104	84
Lewis	20	17	14	3	3	3	.....	591	525	300	225	66	30	36
Lincoln	129	98	46	52	31	17	14	7,317	5,539	3,021	2,518	1,778	989	789
Loudon	52	42	28	14	10	3	7	2,240	1,818	953	865	422	209	213
McMinn	83	71	47	24	12	11	1	5,007	4,402	2,343	2,059	605	330	275
McNairy	93	84	52	32	9	4	5	2,538	2,262	1,238	1,024	276	156	120
Macon	60	54	40	14	6	5	1	2,639	2,457	1,313	1,144	182	81	101
Madison	127	69	24	45	58	28	30	6,540	3,415	1,690	1,725	3,125	1,505	1,620
Marion	76	65	39	26	11	7	4	4,732	4,120	2,100	2,020	612	352	260
Marshall	104	74	50	24	30	20	10	6,582	4,865	2,433	2,432	1,717	865	852
Maury	165	102	59	43	63	48	15	8,470	4,937	2,520	2,417	3,533	1,811	1,722
Meigs	41	34	25	9	7	5	2	1,934	1,715	900	815	219	136	83
Monroe	74	65	45	20	9	7	2	3,576	3,276	1,710	1,566	300	176	124
Montgomery	126	79	27	52	47	22	25	6,444	3,302	1,740	1,562	3,142	1,569	1,573
Moore	26	24	12	12	2	1	1	1,210	1,167	603	564	43	22	21
Morgan	49	49	36	13	.....	.....	.....	2,296	2,296	1,246	1,050	.....	.....	.....
Obion	120	100	65	35	20	12	8	8,050	6,850	3,600	3,250	1,200	500	700
Overton	81	78	62	16	3	2	1	4,322	4,250	2,225	2,025	72	37	35
Perry	51	47	39	8	4	3	1	1,951	1,777	947	830	174	90	84
Pickett	29	29	18	11	.....	.....	.....	1,678	1,677	893	784	1	1	.....

a Pupils from report for 1889.
b Teachers from report for 1889.
c Teachers from report for 1888.
d Wholly from report for 1888.
e Wholly from report for 1889.
f Pupils from report for 1888.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

TENNESSEE—Continued.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
Polk	45	43	33	10	2	1	1	2,502	2,522	1,290	1,232	70	38	32
Putnam	74	69	62	7	5	4	1	4,430	4,200	2,200	2,000	230	130	100
Rhea (a)	59	50	40	10	9	7	2	3,920	3,360	1,650	1,710	560	260	300
Roane	92	81	59	22	11	6	5	4,159	3,664	1,987	1,677	495	280	215
Robertson	105	75	47	28	30	10	20	4,147	3,044	1,665	1,379	1,103	565	538
Rutherford	144	92	51	41	52	27	25	12,716	6,613	3,121	3,492	6,103	3,201	2,902
Scott	59	56	47	9	3	1	2	3,096	2,981	1,494	1,487	115	71	44
Sequatchie	14	14	12	2				900	900	450	450			
Sevier	99	92	79	13	7	5	2	6,374	6,075	3,189	2,886	299	140	159
Shelby	270	148	16	132	122	55	67	18,736	8,509	4,093	4,416	10,227	4,871	5,356
Smith	92	74	56	18	18	14	4	4,152	3,597	1,919	1,678	555	285	270
Stewart	61	49	39	10	12	8	4	3,437	2,975	1,450	1,525	462	198	264
Sullivan	100	91	68	23	9	5	4	4,889	4,624	2,359	2,265	265	133	132
Sumner	129	102	44	58	27	10	17	7,170	4,760	2,421	2,339	2,410	1,126	1,284
Tipton	72	39	11	28	33	14	19	7,063	3,424	1,823	1,601	3,639	1,749	1,890
Trousdale	34	24	10	14	10	7	3	1,911	1,282	651	631	629	257	372
Unicoi (b)	12	12	11	1				1,250	1,250	650	600			
Union	55	54	51	3	1	1		3,728	3,704	1,874	1,830	24	17	7
Van Buren	21	20	20		1	1		1,104	1,086	576	510	18	10	8
Warren	77	61	46	15	16	7	9	5,274	4,750	2,500	2,250	524	271	253
Washington	94	87	57	30	7	5	2	4,859	4,467	2,427	2,040	392	203	189
Wayne	77	71	51	20	6	5	1	3,443	3,108	1,650	1,458	335	158	167
Weakley	151	113	73	40	38	30	8	11,184	9,607	4,845	4,762	1,577	812	765
White	81	70	51	19	11	7	4	3,919	3,555	1,892	1,663	364	185	179
Williamson	122	71	35	36	51	31	20	8,455	5,690	2,988	2,702	2,765	1,264	1,501
Wilson (b)	148	111	61	50	37	22	15	7,782	5,189	2,519	2,670	2,593	1,346	1,247

TEXAS.

1880. Population	1,591,749.	Enrolled in public common schools	176,245
1890. Population	2,235,523.	Enrolled in public common schools	476,421
Gain of population	40.44 per cent.	Gain of enrollment in public common schools	170.32 per cent.

PUBLIC COMMON SCHOOLS OF TEXAS FOR THE YEAR ENDED AUGUST 31, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	11,094	8,577	5,026	3,551	2,517	1,676	841	476,421	367,682	173,829	193,853	108,739	50,476	58,263
Anderson	97	56	35	21	41	36	5	4,307	2,394	1,128	1,266	1,913	885	1,028
Angelina	87	74	67	7	13	13		2,544	2,195	1,029	1,166	349	160	189
Aransas	8	8	1	7				279	279	132	147			
Archer	10	10	5	5				378	378	178	200			
Armstrong	2	2	1	1				41	41	19	22			
Atascosa	29	27	12	15	2		2	1,042	993	470	523	49	23	26
Austin	72	47	37	10	25	16	9	3,122	2,069	978	1,091	1,053	488	565
Bandera	26	25	13	12	1	1		916	897	424	473	19	9	10
Bastrop	91	53	33	20	38	22	16	4,587	2,432	1,151	1,281	2,155	999	1,156
Baylor	9	9	8	1				293	293	136	157			
Bee	18	16	7	9	2	2		679	621	293	328	58	27	31
Bell	148	138	70	68	10	8	2	8,172	7,650	3,617	4,033	522	242	280
Bexar	121	106	33	73	15	5	10	5,984	5,137	2,427	2,710	847	393	454
Blanco	29	28	15	13	1	1		1,300	1,245	589	656	55	25	30
Bosque	78	72	58	14	6	6		3,027	2,899	1,370	1,529	128	59	69
Bowie	78	44	26	18	34	11	23	3,480	2,130	1,007	1,123	1,350	627	723
Brazoria	59	17	3	14	42	35	7	2,633	607	287	320	2,026	940	1,086
Brazos	68	34	18	16	34	22	12	4,043	2,048	967	1,081	1,995	926	1,069
Brewster	3	3	1	2				112	112	53	59			
Brown	56	56	39	17				2,594	2,594	1,226	1,368			
Burleson	68	41	18	23	27	22	5	2,677	1,378	652	726	1,299	603	696
Burnet	61	59	40	19	2		2	2,458	2,394	1,132	1,262	64	29	35
Caldwell	77	45	18	27	32	16	16	3,380	2,169	1,025	1,144	1,211	561	650
Calhoun	8	7	3	4	1	1		187	146	69	77	41	19	22
Callahan	33	33	23	10				1,309	1,309	619	690			
Cameron	41	41	27	14				2,023	2,023	955	1,068			
Camp	29	19	10	9	10	3	7	1,669	858	407	451	811	376	435
Carson	1	1	1					39	39	18	21			
Cass	247	163	78	85	84	45	39	c4,831	2,875	1,359	1,516	1,956	908	1,048
Chambers	15	11	7	4	4	1	3	374	194	91	103	180	83	97

a Pupils from report for 1889. b Wholly from report for 1889. c Report for 1889, except for the district of Atlanta.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

TEXAS—Continued.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
Cherokee	115	79	60	19	36	28	8	5,669	3,618	1,710	1,908	2,051	953	1,098
Childress	7	7	5	2	.....	.....	.....	223	223	105	118	.....	.....	.....
Clay	39	36	18	18	3	1	2	1,725	1,699	803	896	26	12	14
Coke	6	6	5	1	.....	.....	.....	189	189	89	100	.....	.....	.....
Coleman	24	23	11	12	1	1	.....	1,558	1,537	727	810	21	9	12
Collin	165	152	111	41	13	10	3	9,364	8,726	4,125	4,601	638	297	341
Colorado	106	60	34	26	46	33	13	5,635	3,065	1,449	1,616	2,570	1,193	1,377
Comal	30	28	25	3	2	2	.....	884	846	400	446	38	17	21
Comanche	78	78	57	21	.....	.....	.....	3,479	3,479	1,644	1,835	.....	.....	.....
Concho	4	4	3	1	.....	.....	.....	114	114	54	60	.....	.....	.....
Cooke	134	129	79	50	5	2	3	5,808	5,525	2,613	2,912	283	131	152
Coryell	83	79	50	29	4	3	1	3,502	3,396	1,643	1,753	106	48	58
Crosby	6	6	2	4	.....	.....	.....	94	94	44	50	.....	.....	.....
Dallas	185	156	86	70	29	18	11	9,104	7,393	3,495	3,898	1,711	794	917
Delta	50	46	35	11	4	3	1	2,549	2,293	1,084	1,209	256	119	137
Denton	111	100	65	35	11	7	4	5,234	4,734	2,238	2,496	500	232	268
Dewitt	70	51	25	26	19	16	3	2,783	1,950	922	1,028	833	387	446
Dimmit	6	6	2	4	.....	.....	.....	187	187	88	99	.....	.....	.....
Donley	2	2	1	1	.....	.....	.....	123	123	58	65	.....	.....	.....
Duval	13	13	7	6	.....	.....	.....	815	815	385	430	.....	.....	.....
Eastland	57	57	35	22	.....	.....	.....	2,789	2,789	1,318	1,471	.....	.....	.....
Edwards	15	15	9	6	.....	.....	.....	472	472	223	249	.....	.....	.....
Ellis	168	138	81	57	30	17	13	8,793	7,945	3,757	4,188	848	393	455
El Paso	29	28	5	23	1	1	.....	1,735	1,674	791	883	61	28	33
Encinal	6	6	2	4	.....	.....	.....	190	190	90	100	.....	.....	.....
Erath	106	102	65	37	4	3	1	5,056	5,013	2,370	2,643	a43	20	23
Falls	105	67	34	33	38	28	10	4,954	2,847	1,346	1,501	2,107	978	1,129
Fannin	190	167	118	49	23	20	3	9,859	8,899	4,211	4,688	960	445	515
Fayette	151	101	59	42	50	32	18	6,708	4,596	2,173	2,423	2,112	979	1,133
Fisher	17	17	12	5	.....	.....	.....	477	477	226	251	.....	.....	.....
Fort Bend	52	11	5	6	41	28	13	2,322	345	163	182	1,977	918	1,059
Franklin	38	31	21	10	7	5	2	1,542	1,375	650	725	167	78	89
Freestone	93	53	27	26	40	34	6	4,384	2,111	999	1,112	2,273	1,056	1,217
Frio	21	21	8	13	.....	.....	.....	620	620	293	327	.....	.....	.....
Galveston	103	80	14	66	23	12	11	4,205	3,309	1,564	1,745	896	416	480
Gillespie	38	37	26	11	1	1	.....	1,145	1,121	530	591	24	11	13
Goliad	30	19	6	13	11	4	7	990	639	302	337	351	163	188
Gonzales	96	63	27	36	33	25	8	3,955	2,543	1,203	1,340	1,412	656	756
Grayson	202	176	85	91	26	19	7	11,795	10,441	4,936	5,505	1,354	629	725
Gregg	39	17	10	7	22	18	4	1,306	652	308	344	654	304	350
Grimes	102	59	23	36	43	28	15	4,721	2,566	1,213	1,353	2,155	1,001	1,154
Guadalupe	84	53	37	16	31	20	11	3,161	1,978	936	1,042	1,183	549	634
Hale	3	3	2	1	.....	.....	.....	114	114	54	60	.....	.....	.....
Hamilton	51	51	34	17	.....	.....	.....	2,395	2,395	1,133	1,262	.....	.....	.....
Hardeman	15	15	11	4	.....	.....	.....	434	434	205	229	.....	.....	.....
Hardin	17	13	7	6	4	2	2	659	495	234	261	164	76	88
Harris	121	77	22	55	44	19	25	6,896	4,193	1,982	2,211	2,703	1,255	1,448
Harrison	113	40	21	19	73	46	27	5,635	2,505	1,184	1,321	3,130	1,453	1,677
Haskell	10	10	6	4	.....	.....	.....	219	219	103	116	.....	.....	.....
Hays	60	50	24	26	10	4	6	2,108	1,698	803	895	410	190	220
Hemphill	3	3	2	1	.....	.....	.....	83	83	40	43	.....	.....	.....
Henderson	101	77	51	26	24	17	7	3,611	2,762	1,306	1,456	849	394	455
Hidalgo	21	21	17	4	.....	.....	.....	442	442	209	233	.....	.....	.....
Hill	133	119	80	39	14	10	4	6,632	6,169	2,917	3,252	463	216	247
Hood	44	43	23	20	1	1	.....	2,231	2,210	1,045	1,165	21	10	11
Hopkins	99	89	70	19	10	10	.....	4,756	4,330	2,047	2,283	426	198	228
Houston	155	85	44	41	70	38	32	4,907	2,633	1,245	1,388	2,274	1,056	1,218
Howard	5	4	2	2	1	1	.....	194	180	85	95	14	7	7
Hunt	146	131	86	45	15	13	2	8,333	7,794	3,685	4,109	539	250	289
Irion	.....	.....	.....	.....	.....	.....	.....	117	117	55	62	.....	.....	.....
Jack	55	54	32	22	1	1	.....	2,419	2,402	1,136	1,266	17	8	9
Jackson	23	12	1	11	11	6	5	922	391	185	206	531	247	284
Jasper	34	22	11	11	12	10	2	1,083	569	269	300	514	239	275
Jeff Davis	3	3	1	2	.....	.....	.....	134	134	63	71	.....	.....	.....
Jefferson	27	20	6	14	7	3	4	1,075	630	298	332	445	207	238
Johnson	101	98	60	38	3	2	1	6,385	6,281	2,969	3,312	104	49	55
Jones	17	17	8	9	.....	.....	.....	742	742	350	392	.....	.....	.....
Karnes	18	14	7	7	4	2	2	708	537	254	283	171	80	91
Kaufman	114	96	58	38	18	15	3	4,941	4,325	2,044	2,281	616	286	330
Kendall	20	19	12	7	1	.....	1	637	602	284	318	35	16	19
Kerr	23	22	13	9	1	.....	1	916	903	427	476	13	6	7
Kimble	12	12	10	2	.....	.....	.....	391	391	185	206	.....	.....	.....
Kinney	23	21	15	6	2	2	.....	847	730	345	385	117	54	63
Knox	10	10	5	5	.....	.....	.....	247	247	117	130	.....	.....	.....
Lamar	185	136	68	68	49	29	20	9,152	6,829	3,228	3,601	2,323	1,079	1,244
Lampasas	38	38	18	20	.....	.....	.....	1,475	1,475	698	777	.....	.....	.....
Lasalle	7	7	3	4	.....	.....	.....	177	177	84	93	.....	.....	.....
Lavaca	109	74	42	32	35	11	24	3,113	2,275	1,076	1,199	838	389	449
Lee	53	40	18	22	13	9	4	2,475	1,736	821	915	739	343	396
Leon	69	35	35	.....	34	34	.....	4,620	2,770	1,310	1,460	1,850	859	991
Liberty	39	22	13	9	17	10	7	1,100	545	258	287	555	258	297
Limestone	108	89	52	37	19	13	6	4,772	3,974	1,879	2,095	798	371	427
Lipscomb	11	11	1	10	.....	.....	.....	260	260	123	137	.....	.....	.....
Live Oak	13	12	8	4	1	1	.....	404	393	185	208	11	5	6
Llano	37	37	26	11	.....	.....	.....	1,394	1,394	660	734	.....	.....	.....

a Report for 1886.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

TEXAS—Continued.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
McCulloch	21	21	13	8				765	765	361	404			
McLennan	217	144	75	69	73	42	31	8,783	6,493	3,056	3,437	2,290	1,064	1,226
McMullen	9	9	4	5				271	271	128	143			
Madison	42	31	20	11	11	10	1	2,035	1,579	746	833	456	212	244
Marion (a)	52	25	12	13	27	20	7	1,542	432	204	228	1,110	514	596
Martin	4	4	1	3				98	98	46	52			
Mason	38	37	27	10	1		1	1,410	1,395	660	735	15	7	8
Matagorda	22	7	2	5	15	12	3	565	124	59	65	441	205	236
Maverick	6	6	2	4				251	251	119	132			
Medina	29	27	16	11	2		2	835	776	367	409	59	27	32
Menard	9	9	6	3				329	329	155	174			
Midland	6	6	2	4				230	230	109	121			
Milam	124	94	55	39	30	26	4	5,477	4,310	2,038	2,272	1,167	542	625
Mille	35	34	17	17	1		1	1,063	1,050	497	553	b13	6	7
Mitchell	2	2	1	1				35	35	17	18			
Montague	90	90	59	31				5,034	5,034	2,381	2,653			
Montgomery	66	40	24	16	26	16	10	2,807	1,570	742	828	1,237	574	663
Morris	45	30	15	14	16	11	5	1,775	983	465	518	792	368	424
Nacogdoches	131	91	61	30	40	28	12	4,138	2,921	1,357	1,564	1,217	564	653
Navarro	101	77	52	25	24	16	8	5,240	4,220	1,995	2,225	1,020	473	547
Newton	49	32	27	5	17	15	2	1,261	826	390	436	435	202	233
Nueces	29	26	13	13	3	3		1,304	1,238	586	652	66	31	35
Oldham	1	1	1					64	64	31	33			
Orange	18	16	7	9	2	1	1	866	721	341	380	145	67	78
Palo Pinto	47	46	29	17	1	1		2,230	2,230	1,054	1,176			
Panola	65	40	21	19	25	15	10	3,937	2,310	1,092	1,218	1,627	757	870
Parker	94	91	77	14	3	3		4,572	4,517	2,135	2,382	55	25	30
Pecos	3	3	1	2				79	79	37	42			
Polk	96	58	37	21	38	34	4	2,035	1,320	625	695	715	332	383
Potter	3	3	1	2				99	99	47	52			
Presidio	5	5	3	2				115	115	54	61			
Rains	25	21	19	2	4	2	2	1,098	1,004	475	529	94	44	50
Red River	127	93	62	31	34	27	7	5,538	3,704	1,751	1,953	1,834	852	982
Reeves	6	6	5	1				391	391	185	206			
Refugio	6	3	2	1	3	2	1	219	142	67	75	77	36	41
Robertson	125	69	38	31	56	34	22	5,847	3,000	1,419	1,581	2,847	1,322	1,525
Rockwall	25	24	14	10	1	1		1,390	1,338	633	705	52	24	28
Runnels	13	13	8	5				c361	361	171	190			
Rusk	97	72	48	24	25	19	6	3,165	1,903	900	1,003	1,262	586	676
Sabine	53	37	18	19	16	12	4	1,896	1,304	617	687	592	275	317
San Augustine	60	43	30	13	17	16	1	1,813	1,177	571	606	636	295	341
San Jacinto	62	34	16	18	28	18	10	1,880	749	354	395	1,131	526	605
San Patricio	3	3	2	1				127	127	60	67			
San Saba	49	48	33	15	1		1	1,489	1,464	692	772	25	12	13
Scurry	5	5	3	2				195	195	92	103			
Shackelford	11	8	3	3	5	4	1	493	448	211	237	45	21	24
Shelby	174	144	96	48	30	22	8	3,966	3,012	1,424	1,588	954	443	511
Smith	157	118	56	62	39	22	17	6,907	3,838	1,814	2,024	3,069	1,424	1,645
Somervell	21	21	16	5				967	967	457	510			
Starr	22	22	16	6				744	744	352	392			
Stephens	31	31	21	10				1,205	1,205	570	635			
Stonewall	6	6	5	1				119	119	57	62			
Swisher	1	1		1				12	12	6	6			
Tarrant	147	133	55	78	14	6	8	6,808	6,126	2,896	3,230	682	317	365
Taylor	51	51	25	26				1,032	1,015	480	535	17	8	9
Throckmorton	10	10	4	6				219	219	104	115			
Titus	40	28	21	7	12	10	2	2,026	1,467	693	774	559	260	299
Tom Green	26	25	14	11	1	1		936	913	431	482	23	10	13
Travis	178	128	35	93	50	23	27	7,402	4,991	2,359	2,632	2,411	1,120	1,291
Trinity	54	39	28	11	15	9	6	1,797	1,399	662	737	398	185	213
Tyler	75	57	32	25	18	14	4	3,346	2,468	1,167	1,301	878	408	470
Upshur	109	70	58	12	39	32	7	2,780	1,925	910	1,015	855	397	458
Uvalde	23	22	8	14	1		1	759	733	337	396	26	12	14
Valverde	8	7	3	4	1		1	295	263	124	139	32	15	17
Van Zandt	116	98	77	21	18	15	3	4,529	4,248	2,008	2,240	281	130	151
Victoria	45	23	11	12	22	12	10	1,635	850	406	453	776	360	416
Walker	74	34	15	19	40	19	21	2,325	991	477	514	1,334	620	714
Waller	46	21	12	9	25	19	6	2,607	1,015	480	535	1,592	739	853
Washington	129	66	28	38	63	39	24	7,454	3,551	1,679	1,872	3,903	1,813	2,090
Webb	17	16	7	9	1	1		1,105	1,033	488	645	72	33	39
Wharton	31	7	3	4	24	17	7	1,516	142	67	75	1,374	637	737
Wheeler	10	10	5	5				268	268	126	142			
Wichita	16	16	10	6				634	634	300	334			
Wilbarger	30	30	20	10				1,240	1,240	586	654			
Williamson	112	101	46	55	11	8	3	4,924	4,417	2,088	2,329	507	236	271
Wilson	47	42	22	20	5	2	3	2,175	1,773	838	935	402	186	216
Wise	138	136	89	47	2		2	6,095	6,060	2,865	3,195	35	16	19
Wood	90	64	58	6	26	23	3	3,157	2,414	1,141	1,273	743	345	398
Young	28	28	15	13				1,025	1,025	485	540			
Zapata	8	8	7	1				198	198	93	105			
Zavalla	7	7	4	3				214	214	101	113			

a Report for 1880. b Report for 1889. c Report for 1888.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

UTAH.

1880. Population	143,963.	Enrolled in public common schools	25,792
1890. Population	207,905.	Enrolled in public common schools	36,372
Gain of population	44.42 per cent.	Gain of enrollment in public common schools	41.02 per cent.

PUBLIC COMMON SCHOOLS OF UTAH FOR THE YEAR ENDED JUNE 30, 1890.

COUNTIES.	TEACHERS.							PUPILS (BETWEEN 6 AND 18 YEARS OF AGE).						
	Aggregate.	White. (a)			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The Territory	680	680	317	363	.....	.....	.....	36,372	36,369	18,855	17,514	3	1	2
Beaver	8	8	1	7	.....	.....	.....	381	381	198	183	.....	.....	.....
Boxelder	44	44	16	28	.....	.....	.....	1,425	1,425	759	666	.....	.....	.....
Cache	42	42	22	20	.....	.....	.....	3,443	3,443	1,796	1,647	.....	.....	.....
Davie	25	25	14	11	.....	.....	.....	1,212	1,212	677	535	.....	.....	.....
Emery	19	19	11	8	.....	.....	.....	746	746	368	378	.....	.....	.....
Garfield	13	13	6	7	.....	.....	.....	496	496	249	247	.....	.....	.....
Grand	4	4	1	3	.....	.....	.....	72	72	40	32	.....	.....	.....
Iron	13	13	5	8	.....	.....	.....	721	721	347	374	.....	.....	.....
Juab	12	12	7	5	.....	.....	.....	643	643	342	301	.....	.....	.....
Kane	11	11	6	5	.....	.....	.....	368	368	203	165	.....	.....	.....
Millard	17	17	8	9	.....	.....	.....	690	690	323	367	.....	.....	.....
Morgan	15	15	5	10	.....	.....	.....	385	385	229	156	.....	.....	.....
Piute	15	15	4	11	.....	.....	.....	565	565	295	270	.....	.....	.....
Rich	6	6	4	2	.....	.....	.....	207	207	107	100	.....	.....	.....
Salt Lake	119	119	51	68	.....	.....	.....	7,182	7,182	3,729	3,453	.....	.....	.....
San Juan	2	2	1	1	.....	.....	.....	61	61	26	35	.....	.....	.....
Sanpete	51	51	29	22	.....	.....	.....	3,396	3,396	1,745	1,651	.....	.....	.....
Sevier	25	25	8	17	.....	.....	.....	1,316	1,316	706	610	.....	.....	.....
Summit	24	24	11	13	.....	.....	.....	1,228	1,228	609	619	.....	.....	.....
Tooele	16	16	6	10	.....	.....	.....	796	796	419	377	.....	.....	.....
Uinta	15	15	12	3	.....	.....	.....	411	411	211	200	.....	.....	.....
Utah	74	74	34	40	.....	.....	.....	4,907	4,907	2,578	2,329	.....	.....	.....
Wasatch	16	16	12	4	.....	.....	.....	739	739	356	383	.....	.....	.....
Washington	27	27	12	15	.....	.....	.....	1,025	1,025	515	510	.....	.....	.....
Weber	67	67	31	36	.....	.....	.....	3,957	3,954	2,028	1,926	3	1	2

VERMONT.

1880. Population	332,286.	Enrolled in public common schools	73,237
1890. Population	332,422.	Enrolled in public common schools	65,608
Gain of population	0.04 per cent.	Loss of enrollment in public common schools	10.42 per cent.

PUBLIC COMMON SCHOOLS OF VERMONT FOR THE YEAR ENDED JUNE 30, 1890.

COUNTIES.	TEACHERS.							PUPILS (BETWEEN 5 AND 18 YEARS OF AGE).						
	Aggregate.	White.			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	4,400	4,400	528	3,872	.....	.....	.....	65,608	65,500	33,630	31,870	108	47	61
Addison	320	320	31	289	.....	.....	.....	4,633	4,622	2,504	2,118	11	7	4
Bennington	228	228	30	198	.....	.....	.....	4,219	4,197	2,224	1,973	22	10	12
Caledonia	352	352	23	329	.....	.....	.....	4,209	4,206	2,155	2,051	3	2	1
Chittenden	298	298	44	254	.....	.....	.....	5,693	5,681	2,924	2,757	12	4	8
Essex	130	130	8	122	.....	.....	.....	1,862	1,862	903	959	.....	.....	.....
Franklin	346	346	35	311	.....	.....	.....	6,254	6,254	3,342	2,912	.....	.....	.....
Grand Isle	39	39	7	32	.....	.....	.....	1,087	1,087	571	516	.....	.....	.....
Lamoille	211	211	34	177	.....	.....	.....	2,806	2,803	1,448	1,355	3	2	1
Orange	338	338	50	288	.....	.....	.....	3,834	3,834	1,969	1,865	.....	.....	.....
Orleans	353	353	50	303	.....	.....	.....	4,996	4,996	2,476	2,520	.....	.....	.....
Rutland	449	449	45	404	.....	.....	.....	8,683	8,657	4,254	4,403	26	10	16
Washington	386	386	49	337	.....	.....	.....	5,666	5,660	2,859	2,801	6	3	3
Windham	412	412	68	344	.....	.....	.....	5,097	5,081	2,649	2,432	16	7	9
Windsor	538	538	54	484	.....	.....	.....	6,569	6,560	3,352	3,208	9	2	7

a Includes unseparated colored.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

VIRGINIA.

1880. Population	1,512,565.	Enrolled in public common schools	220,733
1890. Population	1,655,980.	Enrolled in public common schools	342,269
Gain of population	9.48 per cent.	Gain of enrollment in public common schools	55.06 per cent.

PUBLIC COMMON SCHOOLS OF VIRGINIA FOR THE YEAR ENDED JULY 31, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	7,523	5,550	2,189	3,361	1,973	930	1,043	342,269	220,210	114,762	105,448	122,059	57,011	65,048
Accomac	101	79	29	50	22	10	12	5,832	3,849	2,003	1,846	1,983	930	1,053
Albemarle	127	82	15	67	45	26	19	5,718	3,087	1,580	1,507	2,631	1,231	1,400
Alexandria	39	22	3	19	17	10	7	2,459	1,338	772	566	1,121	559	562
Alleghany	46	40	21	19	6	3	3	1,862	1,480	756	704	402	189	213
Amelia	40	22	6	16	18	6	12	1,858	672	355	317	1,186	530	656
Amberet	86	56	14	42	30	14	16	4,504	2,290	1,185	1,105	2,214	1,024	1,190
Appomattox	46	29	5	24	17	11	6	2,216	1,208	629	579	1,008	442	566
Augusta	237	185	66	119	52	32	20	8,213	6,062	3,143	2,919	2,151	1,101	1,050
Bath	31	27	15	12	4	2	2	971	822	427	395	149	89	60
Bedford	146	102	35	67	44	26	18	7,276	4,728	2,517	2,211	2,548	1,206	1,342
Bland	40	38	25	13	2		2	1,594	1,536	784	752	58	24	34
Botetourt	107	83	33	50	24	16	8	3,793	2,829	1,455	1,374	964	492	472
Brunswick	82	50	10	40	32	15	17	3,630	1,498	774	724	2,132	907	1,225
Buchanan	30	30	30					1,126	1,126	610	516			
Buckingham	85	60	17	43	25	7	18	3,075	1,419	731	688	1,656	734	922
Campbell	157	103	21	82	54	29	25	7,855	4,162	1,991	2,171	3,693	1,604	2,089
Caroline	74	51	11	40	23	5	18	3,237	1,427	760	667	1,810	837	973
Carroll	91	88	74	14	3	3		4,341	4,267	2,197	2,070	74	41	33
Charles City	23	11	4	7	12	4	8	1,002	297	149	148	705	333	372
Charlotte	67	38	5	33	29	19	10	3,159	1,321	720	601	1,838	802	1,036
Chesterfield	93	59	6	53	34	14	20	4,224	2,387	1,222	1,165	1,837	818	1,019
Clarke	38	25	10	15	13	5	8	1,551	995	585	410	556	296	260
Craig	36	34	26	8	2	2		1,247	1,203	698	505	44	28	16
Culpeper	68	41	14	27	27	11	16	2,759	1,359	740	619	1,400	719	681
Cumberland	47	30	10	20	17	8	9	1,925	700	322	378	1,225	540	685
Dickeneon	25	25	22	3				1,078	1,078	599	479			
Dinwiddie	74	49	10	39	25	10	15	2,805	1,198	623	575	1,607	702	905
Elizabeth City	31	14	4	10	17	3	14	1,679	653	346	307	1,026	517	509
Essex	44	27	8	19	17	5	12	2,033	665	357	308	1,368	620	748
Fairfax	88	63	16	47	25	13	12	3,820	2,578	1,375	1,203	1,242	664	578
Fauquier	121	83	39	44	38	25	13	6,235	3,597	1,998	1,599	2,638	1,348	1,290
Floyd	99	90	58	32	9	8	1	4,289	3,951	2,147	1,804	338	177	161
Fluvanna	53	40	14	26	13	8	5	2,033	1,052	566	486	981	472	509
Franklin	147	118	50	68	29	14	15	7,133	5,679	2,880	2,799	1,454	718	736
Frederick	102	92	53	39	10	6	4	4,239	3,819	2,051	1,768	420	219	201
Giles	60	54	32	22	6	2	4	2,380	2,200	1,184	1,016	180	89	91
Gloucester	52	25	7	18	27	11	16	2,444	1,020	514	506	1,424	677	747
Goochland	63	52	14	38	11	3	8	2,314	990	519	471	1,324	654	670
Grayson	86	81	70	11	5	4	1	4,296	4,087	2,155	1,932	209	101	108
Greene	31	24	8	16	7	2	5	1,282	961	482	479	321	162	159
Greenesville	37	19	3	16	18	5	13	1,511	587	302	285	924	399	525
Halifax	136	91	21	70	45	28	17	6,339	3,297	1,688	1,609	3,042	1,304	1,738
Hanover	83	57	13	44	26	12	14	3,605	1,713	876	837	1,892	900	992
Henrico	301	195	21	174	106	30	76	15,043	8,346	4,101	4,245	6,697	2,969	3,728
Henry	82	57	11	46	25	19	6	4,556	2,670	1,407	1,263	1,886	895	991
Highland	47	44	23	21	3	3		1,487	1,403	760	643	84	52	32
Isle of Wight	58	38	8	30	20	6	14	2,434	1,376	693	683	1,058	481	577
James City	21	11	3	8	10	7	3	910	329	166	163	581	242	339
King and Queen	48	27	5	22	21	4	17	2,045	919	465	454	1,126	535	591
King George	33	23	12	11	10	7	3	1,441	705	346	359	736	378	358
King William	42	24	3	21	18	8	10	1,894	738	394	344	1,156	567	589
Lancaster	26	16	2	14	10	5	5	1,267	597	307	290	670	270	400
Lee	99	90	61	29	9	6	3	4,840	4,598	2,427	2,171	242	121	121
Loudoun	116	85	43	42	31	21	10	5,184	3,598	2,007	1,591	1,586	847	739
Louisa	97	82	24	58	15	7	8	3,881	1,608	811	797	2,273	1,052	1,221
Lunenburg	49	32	6	26	17	8	9	2,237	1,068	533	535	1,169	519	650
Madison	70	47	24	23	23	10	13	2,499	1,521	701	820	978	495	483
Mathews	34	23	8	15	11	5	6	1,542	1,016	547	469	526	268	258
Mecklenburg	98	53	12	41	45	32	13	5,120	1,920	989	931	3,200	1,450	1,750
Middlesex	28	15	1	14	13	5	8	1,307	543	334	209	764	286	478
Montgomery	108	90	47	43	18	8	10	4,277	3,393	1,789	1,604	884	443	441
Nansemond	69	41	6	35	28	17	11	3,248	1,498	781	717	1,750	765	985
Nelson	98	70	22	48	28	17	11	3,591	2,208	1,136	1,072	1,383	636	747
New Kent	25	15	3	12	10	6	4	907	397	200	197	510	263	247
Norfolk	137	78	14	64	59	25	34	9,399	4,216	2,059	2,157	5,183	2,401	2,782
Northampton	33	21	8	13	12	7	5	1,902	883	481	402	1,019	503	516
Northumberland	36	26	10	16	10	6	4	1,730	1,086	588	498	644	295	349
Nottoway	50	27	6	21	23	12	11	2,085	829	392	437	1,256	586	670
Orange	71	46	14	32	25	11	14	2,669	1,306	687	619	1,363	663	700
Page	67	63	31	32	4	1	3	2,946	2,735	1,447	1,288	211	109	102
Patrick	82	70	30	40	12	10	2	4,250	3,642	1,820	1,822	608	290	318
Petersburg city	48	24	1	23	24	2	22	3,215	1,391	702	689	1,824	769	1,055
Pittsylvania	246	162	28	134	84	22	62	12,232	6,774	3,510	3,264	5,458	2,620	2,838
Powhatan	39	24	10	14	15	5	10	1,131	494	255	239	637	240	397
Prince Edward	61	30	6	24	31	19	12	2,895	866	443	423	2,029	912	1,117

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

VIRGINIA—Continued.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
Prince George	37	19	2	17	18	4	14	2,016	746	377	369	1,270	566	704
Princess Anne	36	24	11	13	12	3	9	1,814	1,104	605	499	710	333	377
Prince William	53	42	22	20	11	4	7	2,130	1,607	837	770	523	287	236
Pulaski	58	46	20	26	12	5	7	2,674	2,062	971	1,091	612	286	326
Rappahannock	52	40	21	19	12	6	6	2,039	1,344	752	592	695	385	310
Richmond	34	23	10	13	11	6	5	1,428	853	453	400	575	257	318
Roanoke	81	61	19	42	20	9	11	4,911	3,445	1,567	1,878	1,466	588	878
Rockbridge	133	107	33	74	26	13	13	5,038	3,891	2,063	1,828	1,147	570	577
Rockingham	219	205	117	88	14	5	9	7,933	7,366	3,870	3,496	567	287	280
Russell	83	80	55	25	3	3	.....	4,325	4,142	2,282	1,860	183	104	79
Scott	100	99	67	32	1	1	.....	5,774	5,734	3,088	2,646	40	20	20
Shenandoah	119	115	76	39	4	3	1	4,945	4,779	2,708	2,071	166	76	90
Smyth	74	66	31	35	8	5	3	3,610	3,319	1,725	1,594	291	123	168
Southampton	86	48	4	44	38	14	24	3,712	1,662	810	852	2,050	962	1,088
Spottsylvania	66	58	14	44	8	4	4	3,002	1,689	806	883	1,313	651	662
Stafford	38	31	14	17	7	6	1	1,538	1,213	625	588	325	177	148
Surry	33	19	5	14	14	4	10	1,588	596	313	283	992	467	525
Sussex	53	28	6	22	25	11	14	2,605	865	428	437	1,740	764	976
Tazewell	86	71	39	32	16	12	3	3,140	2,709	1,447	1,262	431	250	181
Warren	45	36	15	21	9	4	5	1,895	1,567	643	924	328	135	193
Warwick	16	9	.....	9	7	1	6	691	316	151	165	375	176	199
Washington	141	123	65	58	18	8	10	7,154	6,418	3,431	2,987	736	338	398
Westmoreland	46	33	21	12	7	3	4	1,708	818	443	375	890	436	454
Wise	42	41	31	10	1	.....	1	2,213	2,194	1,265	929	19	11	8
Wythe	81	70	34	36	11	6	5	3,696	3,162	1,655	1,507	534	269	265
York	29	18	7	11	11	2	9	1,584	769	402	367	815	372	443

WASHINGTON.

1880. Population	75,116.	Enrolled in public common schools	14,780
1890. Population	349,390.	Enrolled in public common schools	55,432
Gain of population	365.13 per cent.	Gain of enrollment in public common schools	275.05 per cent.

PUBLIC COMMON SCHOOLS OF WASHINGTON FOR THE YEAR ENDED JUNE 30, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White. (a)			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	1,610	1,610	656	954	.....	.....	.....	55,432	55,405	27,620	27,785	27	14	13
Adams	17	17	7	10	.....	.....	.....	466	466	286	180	.....	.....	.....
Asotin	14	14	4	10	.....	.....	.....	461	461	235	226	.....	.....	.....
Chehalis	65	65	26	39	.....	.....	.....	1,637	1,637	762	875	.....	.....	.....
Clallam	17	17	5	12	.....	.....	.....	379	379	190	189	.....	.....	.....
Clarke	81	81	29	52	.....	.....	.....	2,485	2,485	1,263	1,222	.....	.....	.....
Columbia	66	66	32	34	.....	.....	.....	2,024	2,024	1,005	1,019	.....	.....	.....
Cowlitz	31	31	13	18	.....	.....	.....	1,391	1,391	728	663	.....	.....	.....
Douglas	17	17	10	7	.....	.....	.....	398	398	220	178	.....	.....	.....
Franklin	7	7	7	.....	.....	.....	.....	57	57	32	25	.....	.....	.....
Garfield	33	33	18	15	.....	.....	.....	1,578	1,578	727	851	.....	.....	.....
Island	11	11	3	8	.....	.....	.....	232	232	124	108	.....	.....	.....
Jefferson	34	34	9	25	.....	.....	.....	778	778	423	355	.....	.....	.....
King	141	141	36	105	.....	.....	.....	7,746	7,724	3,799	3,925	22	11	11
Kitsap	15	15	3	12	.....	.....	.....	615	615	317	298	.....	.....	.....
Kittitas	32	32	17	15	.....	.....	.....	1,581	1,581	797	784	.....	.....	.....
Klickitat (b)	38	38	20	18	.....	.....	.....	1,324	1,324	608	716	.....	.....	.....
Lewis	38	38	20	18	.....	.....	.....	1,400	1,400	662	738	.....	.....	.....
Lincoln	91	91	41	50	.....	.....	.....	1,571	1,571	769	802	.....	.....	.....
Mason	17	17	6	11	.....	.....	.....	289	289	138	151	.....	.....	.....
Okanogan	5	5	2	3	.....	.....	.....	116	116	69	47	.....	.....	.....
Pacific	11	11	3	8	.....	.....	.....	663	663	373	290	.....	.....	.....
Pierce	156	156	45	111	.....	.....	.....	6,193	6,188	3,136	3,052	5	3	2
San Juan	12	12	5	7	.....	.....	.....	69	69	34	35	.....	.....	.....
Skagit	46	46	23	23	.....	.....	.....	906	906	514	392	.....	.....	.....
Skamania	7	7	2	5	.....	.....	.....	212	212	102	110	.....	.....	.....
Snohomish	53	53	21	32	.....	.....	.....	1,534	1,534	628	906	.....	.....	.....
Spokane	130	130	44	86	.....	.....	.....	5,316	5,316	2,703	2,613	.....	.....	.....
Stevens	21	21	14	7	.....	.....	.....	229	229	116	113	.....	.....	.....
Thurston	56	56	22	34	.....	.....	.....	2,383	2,383	1,119	1,264	.....	.....	.....
Wahkiakum	19	19	1	18	.....	.....	.....	539	539	258	281	.....	.....	.....
Wallawalla	87	87	40	47	.....	.....	.....	3,060	3,060	1,466	1,594	.....	.....	.....
Whatcom	65	65	40	25	.....	.....	.....	2,000	2,000	1,025	975	.....	.....	.....
Whitman	141	141	79	62	.....	.....	.....	4,719	4,719	2,450	2,269	.....	.....	.....
Yakima	36	36	9	27	.....	.....	.....	1,081	1,081	542	539	.....	.....	.....

a Includes unseparated colored. *b* Distinction by sex of teachers estimated from number of teachers' certificates issued to males and females in county.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

WEST VIRGINIA.

1880. Population	618,457.	Enrolled in public common schools	143,796
1890. Population	762,794.	Enrolled in public common schools	193,293
Gain of population	23.34 per cent.	Gain of enrollment in public common schools	34.42 per cent.

PUBLIC COMMON SCHOOLS OF WEST VIRGINIA FOR THE YEAR ENDED JUNE 30, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	5,491	5,313	3,380	1,933	178	103	75	193,293	186,735	98,246	88,489	6,558	3,144	3,414
Barbour	96	92	69	23	4	3	1	3,664	3,514	1,925	1,589	150	82	68
Berkeley	91	81	40	41	10	8	2	4,323	3,910	1,992	1,918	413	219	194
Boone	57	56	38	18	1		1	2,144	2,106	1,091	1,015	38	20	18
Braxton	114	112	86	26	2	2		4,025	3,987	2,207	1,780	38	19	19
Brooke	41	41	10	31				1,420	1,397	706	691	23	8	15
Cabell	122	116	54	62	6	4	2	4,399	4,162	1,803	2,359	237	112	125
Calhoun	61	60	39	21	1	1		2,483	2,462	1,300	1,162	21	10	11
Clay	39	39	32	7				1,270	1,270	700	570			
Doddridge	95	94	66	28	1		1	3,451	3,439	1,880	1,559	12	4	8
Fayette	152	138	78	60	14	7	7	4,965	4,392	2,239	2,153	573	221	352
Gilmer	78	77	56	21	1		1	2,547	2,534	1,291	1,243	13	7	6
Grant	58	56	39	17	2	1	1	1,710	1,622	832	790	88	41	47
Greenbrier	158	142	89	53	16	11	5	4,504	4,074	2,151	1,923	430	213	217
Hampshire	111	108	74	34	3	1	2	2,826	2,715	1,476	1,239	111	57	54
Hancock	33	33	12	21				1,343	1,343	659	684			
Hardy	76	71	52	19	5		5	1,920	1,771	950	821	149	75	74
Harrison	180	176	103	73	4	1	3	5,870	5,698	3,052	2,646	172	85	87
Jackson	164	162	121	41	2	1	1	5,419	5,383	2,917	2,466	36	24	12
Jefferson	64	47	22	25	17	15	2	3,169	2,252	1,208	1,044	917	500	417
Kanawha	253	228	136	92	25	11	14	10,658	9,716	4,876	4,840	942	399	543
Lewis	129	128	94	34	1	1		4,194	4,150	2,213	1,937	44	18	26
Lincoln	83	83	48	35				3,076	3,076	1,621	1,455			
Logan	86	85	72	13	1	1		2,386	2,374	1,339	1,035	12	3	9
McDowell	46	45	41	4	1	1		1,144	1,103	633	470	41	12	29
Marion	145	145	98	47				5,300	5,268	2,720	2,548	32	18	14
Marshall	123	123	67	56				5,042	5,015	2,622	2,393	27	11	16
Mason	172	166	92	74	6	3	3	6,362	6,159	3,180	2,979	203	110	93
Mercer	104	96	57	39	8	5	3	3,578	3,271	1,695	1,576	307	150	157
Mineral	81	78	26	52	3	2	1	2,666	2,573	1,278	1,295	93	39	54
Monongalia	117	116	78	38	1	1		4,282	4,247	2,249	1,998	35	17	18
Monroe	115	107	73	34	8	7	1	3,369	3,130	1,744	1,386	239	120	119
Morgan	46	43	30	13	3	1	2	1,765	1,681	908	773	84	50	34
Nicholas	85	85	65	20				2,818	2,818	1,499	1,319			
Ohio	162	157	23	134	5	1	4	7,227	7,041	3,511	3,530	186	90	96
Pendleton	81	80	63	17	1	1		2,391	2,356	1,273	1,083	35	14	21
Pleasants	45	45	33	12				1,862	1,862	985	877			
Pocahontas	72	69	40	29	3	3		1,797	1,715	922	793	82	40	42
Preston	165	164	108	56	1		1	5,469	5,454	2,932	2,522	15	10	5
Putnam	111	109	68	41	2	1	1	4,431	4,388	2,447	1,941	43	24	19
Raleigh	105	104	86	18	1	1		2,823	2,814	1,530	1,284	9	5	4
Randolph	93	93	62	31				2,779	2,779	1,465	1,314			
Ritchie	132	132	69	63				4,541	4,541	2,428	2,113			
Roane	116	116	104	12				4,429	4,429	2,378	2,051			
Summers	116	106	83	23	10	5	5	3,453	3,177	1,646	1,531	276	135	141
Taylor	77	76	46	30	1		1	2,943	2,836	1,452	1,384	107	53	54
Tucker	54	53	42	11	1		1	1,613	1,594	814	780	19	11	8
Tyler	90	90	60	30				3,196	3,196	1,759	1,437			
Upshur	103	102	64	38	1	1		3,551	3,502	1,889	1,613	49	24	25
Wayne	133	132	88	44	1	1		5,684	5,656	3,070	2,586	28	12	16
Webster	51	51	38	13				1,187	1,187	625	562			
Wetzel	121	121	81	40				4,539	4,539	2,409	2,130			
Wirt	67	67	35	32				2,549	2,549	1,287	1,262			
Wood	163	158	73	85	5	1	4	7,178	6,949	3,583	3,366	a229	82	147
Wyoming	59	59	57	2				1,559	1,559	885	674			

a Report for 1889.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

WISCONSIN.

1880. Population	1,315,497.	Enrolled in public common schools	299,514
1890. Population	1,686,880.	Enrolled in public common schools	350,342
Gain of population	28.23 per cent.	Gain of enrollment in public common schools	16.97 per cent.

PUBLIC COMMON SCHOOLS OF WISCONSIN FOR THE YEAR ENDED JUNE 30, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White. (a)			Colored.			Aggregate. (b)	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	12,037	12,037	2,388	9,649				350,342	350,278	178,369	171,909	64	35	29
Adams	110	110	13	97				2,050	2,050	1,075	975			
Ashland	65	65	8	57				2,370	2,370	1,219	1,151			
Barron	199	199	39	160				3,935	3,935	2,004	1,931			
Bayfield	24	24	5	19				934	934	447	487			
Brown	161	161	31	130				7,300	7,292	3,809	3,483	8	6	2
Buffalo	127	127	46	81				4,082	4,082	2,162	1,920			
Burnett	43	43	8	35				1,116	1,116	616	500			
Calumet	90	90	24	66				3,421	3,421	1,810	1,611			
Chippewa	230	230	33	197				5,232	5,232	2,675	2,557			
Clark	213	213	31	182				4,553	4,553	2,274	2,279			
Columbia	313	313	64	249				7,004	7,004	3,600	3,404			
Crawford	192	192	36	156				4,257	4,257	2,132	2,125			
Dane	504	504	101	403				12,426	12,426	6,373	6,053			
Dodge	285	285	74	211				9,211	9,211	4,784	4,427			
Door	98	98	26	72				3,852	3,852	1,987	1,865			
Douglas	46	46	7	39				1,549	1,549	801	748			
Dunn	214	214	52	162				6,422	6,422	3,334	3,088			
Eauclaire	193	193	24	169				6,374	6,374	3,258	3,116			
Florence	13	13	5	8				533	533	260	273			
Fond du Lac	337	337	50	287				9,286	9,252	4,832	4,420	34	19	15
Forest	11	11	1	10				133	133	75	58			
Grant	410	410	67	343				9,753	9,753	5,017	4,736			
Green	312	312	68	244				6,251	6,251	3,124	3,127			
Green Lake	140	140	27	113				3,314	3,314	1,796	1,518			
Iowa	212	212	33	179				6,192	6,192	2,998	3,194			
Jackson	180	180	30	150				3,950	3,950	1,969	1,981			
Jefferson	232	232	47	185				7,447	7,447	3,852	3,595			
Juneau	186	186	28	158				4,465	4,465	2,245	2,220			
Kenosha	110	110	34	76				2,641	2,641	1,320	1,321			
Kewaunee	67	67	36	31				4,115	4,115	2,204	1,911			
Lacrosse	191	191	37	154				7,572	7,563	3,887	3,676	9	5	4
Lafayette	236	236	58	178				5,328	5,328	2,657	2,671			
Langlade	114	114	19	95				2,186	2,186	1,162	1,024			
Lincoln	72	72	10	62				2,311	2,311	1,182	1,129			
Manitowoc	147	147	54	93				7,527	7,527	3,944	3,583			
Marathon	202	202	58	144				6,782	6,782	3,174	3,608			
Marinette	68	68	11	57				3,734	3,734	1,842	1,892			
Marquette	97	97	28	69				2,554	2,554	1,297	1,257			
Milwaukee	590	590	97	493				32,120	32,120	15,941	16,179			
Monroe	254	254	42	212				5,688	5,688	2,800	2,888			
Oconto	84	84	22	62				3,190	3,190	1,541	1,649			
Oneida	15	15	4	11				632	632	279	353			
Outagamie	225	225	33	192				7,411	7,408	3,781	3,627	3		3
Ozaukee	73	73	35	38				2,941	2,941	1,521	1,420			
Pepin	70	70	18	52				1,806	1,806	934	872			
Pierce	199	199	51	148				5,338	5,338	2,661	2,677			
Polk	164	164	39	125				3,518	3,518	1,778	1,740			
Portage	187	187	24	163				4,626	4,626	2,369	2,257			
Price	77	77	13	64				1,032	1,032	558	474			
Racine	174	174	26	148				6,520	6,510	3,301	3,209	10	5	5
Richland	253	253	46	207				5,461	5,461	2,700	2,761			
Rock	401	401	46	355				8,856	8,856	4,385	4,471			
St. Croix	227	227	48	179				5,989	5,989	3,034	2,955			
Sauk	293	293	48	245				7,666	7,666	3,973	3,693			
Sawyer	25	25	3	22				406	406	196	210			
Shawano	131	131	19	112				3,941	3,941	2,060	1,881			
Sheboygan	227	227	71	156				8,033	8,033	4,053	3,980			
Taylor	71	71	16	55				1,479	1,479	825	654			
Trempealeau	132	132	29	103				4,333	4,333	2,286	2,047			
Vernon	288	288	64	224				7,183	7,183	3,694	3,489			
Walworth	270	270	56	214				6,064	6,064	3,068	2,996			
Washburn	31	31	4	27				534	534	281	253			
Washington	143	143	47	96				4,696	4,696	2,409	2,287			
Waukesha	219	219	36	183				6,893	6,893	3,675	3,218			
Waupaca	218	218	44	174				6,332	6,332	3,249	3,083			
Waushara	174	174	28	146				3,629	3,629	1,823	1,806			
Winnebago	266	266	32	234				8,189	8,189	4,157	4,032			
Wood	112	112	24	88				3,674	3,674	1,840	1,834			

a Includes unseparated colored.

b The state has 1,381 pupils (all white; 704 male and 677 female) in the public schools (366 under 4 years of age and 1,015 over 20) not included in this aggregate, as the data for distribution by counties were not available.

TABLE 8.—SCHOOL ENROLLMENT, CENSUS OF 1890: PUBLIC COMMON SCHOOLS, BY COUNTIES—Continued.

WYOMING.

1880. Population	20,789.	Enrolled in public common schools	2,907
1890. Population	60,705.	Enrolled in public common schools	7,875
Gain of population	192.01 per cent.	Gain of enrollment in public common schools	170.90 per cent.

PUBLIC COMMON SCHOOLS OF WYOMING FOR THE YEAR ENDED AUGUST 31, 1890.

COUNTIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The State	306	306	59	247	.....	.....	.....	7,875	7,862	4,002	3,860	13	6	7
Albany	39	39	4	35	.....	.....	.....	1,035	1,035	519	516	.....	.....	.....
Carbon	33	33	5	28	.....	.....	.....	890	890	460	430	.....	.....	.....
Converse	20	20	7	13	.....	.....	.....	364	364	189	175	.....	.....	.....
Crook	31	31	3	28	.....	.....	.....	533	533	302	231	.....	.....	.....
Fremont	16	16	4	12	.....	.....	.....	440	440	214	226	.....	.....	.....
Johnson	15	15	2	13	.....	.....	.....	287	287	144	143	.....	.....	.....
Laramie	70	70	10	60	.....	.....	.....	1,406	1,393	717	676	13	6	7
National Park reservation. (b)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Natrona	2	2	.....	2	.....	.....	.....	74	74	43	31	.....	.....	.....
Sheridan	26	26	9	17	.....	.....	.....	477	477	256	221	.....	.....	.....
Sweetwater	10	10	2	8	.....	.....	.....	544	544	240	304	.....	.....	.....
Uinta	39	39	12	27	.....	.....	.....	1,674	1,674	837	837	.....	.....	.....
Weston	5	5	1	4	.....	.....	.....	151	151	81	70	.....	.....	.....

a Includes unseparated colored. *b* No report.

TABLE 9.—APPARENT COMPARATIVE GAINS IN POPULATION AND IN PUBLIC COMMON SCHOOL ENROLLMENT, 1880 AND 1890, BY STATES AND TERRITORIES.

STATES AND TERRITORIES.	POPULATION.				ENROLLMENT.			
	Years.		Gain.		Years.		Gain.	
	1890	1880	Number.	Per cent.	1890	1880	Number.	Per cent.
The United States	62,622,250	50,155,783	12,466,467	24.86	12,704,487	9,951,608	2,752,879	27.66
North Atlantic division	17,401,545	14,507,407	2,894,138	19.95	3,103,266	2,949,904	153,362	5.20
Maine	661,086	648,936	12,150	1.87	139,679	150,811	a11,132	a7.38
New Hampshire	376,530	346,991	29,539	8.51	59,813	64,670	a4,857	a7.51
Vermont	332,422	332,286	136	0.04	65,608	73,237	a7,629	a10.42
Massachusetts	2,238,943	1,783,085	455,858	25.57	371,492	316,630	54,862	17.33
Rhode Island	345,506	276,531	68,975	24.94	52,774	42,489	10,285	24.21
Connecticut	746,258	622,700	123,558	19.84	126,505	118,589	7,916	6.68
New York	5,997,853	5,082,871	914,982	18.00	1,042,160	1,027,938	14,222	1.38
New Jersey	1,444,933	1,131,116	313,817	27.74	234,072	205,240	28,832	14.05
Pennsylvania	5,258,014	4,282,891	975,123	22.77	1,011,163	950,300	60,863	6.40
South Atlantic division	8,857,920	7,597,197	1,260,723	16.59	1,751,225	1,239,053	512,172	41.34
Delaware	168,493	146,608	21,885	14.93	31,434	26,412	5,022	19.01
Maryland	1,042,390	934,943	107,447	11.49	184,251	149,981	34,270	22.85
District of Columbia	230,392	177,624	52,768	29.71	36,906	26,439	10,467	39.59
Virginia	1,655,980	1,512,565	143,415	9.48	342,269	220,733	121,536	55.06
West Virginia	762,794	618,457	144,337	23.34	193,293	143,796	49,497	34.42
North Carolina	1,617,947	1,399,750	218,197	15.59	325,861	256,422	69,439	27.08
South Carolina	1,151,149	995,577	155,572	15.63	203,461	134,842	68,619	50.89
Georgia	1,837,353	1,542,180	295,173	19.14	342,562	237,124	105,438	44.47
Florida	391,422	269,493	121,929	45.24	91,188	43,304	47,884	110.58
North Central division	22,362,279	17,364,111	4,998,168	28.78	5,008,577	4,089,585	918,992	22.47
Ohio	3,672,316	3,198,062	474,254	14.83	797,439	752,442	44,997	5.98
Indiana	2,192,404	1,978,301	214,103	10.82	505,516	512,201	a6,685	a1.31
Illinois	3,826,351	3,077,871	748,480	24.32	778,319	704,041	74,278	10.55
Michigan	2,093,889	1,636,937	456,952	27.92	427,032	362,459	64,573	17.82
Wisconsin	1,686,880	1,315,497	371,383	28.23	351,723	299,514	52,209	17.43
Minnesota	1,301,826	780,773	521,053	66.74	281,859	186,544	95,315	51.10
Iowa	1,911,896	1,624,615	287,281	17.68	493,267	425,665	67,602	15.88
Missouri	2,679,184	2,168,380	510,804	23.56	620,314	486,002	134,312	27.64
North Dakota	182,719	36,909	145,810	395.05	35,543	3,746	31,797	848.83
South Dakota	328,808	98,268	230,540	234.60	77,943	9,972	67,971	681.62
Nebraska	1,058,910	452,402	606,508	134.06	240,300	100,871	139,429	138.23
Kansas	1,427,096	996,096	431,000	43.27	399,322	246,128	153,194	62.24
South Central division	10,972,893	8,919,371	2,053,522	23.02	2,326,258	1,374,035	952,223	69.30
Kentucky	1,858,635	1,648,690	209,945	12.73	408,966	292,427	116,539	39.85
Tennessee	1,767,518	1,542,359	225,159	14.60	455,732	291,500	164,232	56.34
Alabama	1,513,017	1,262,505	250,512	19.84	302,949	187,550	115,399	61.53
Mississippi	1,289,600	1,131,597	158,003	13.96	334,168	237,065	97,103	40.96
Louisiana	1,118,587	939,946	178,641	19.01	124,372	81,012	43,360	53.52
Texas (b)	2,235,523	1,591,749	643,774	40.44	476,421	176,245	b300,176	b170.32
Oklahoma (c)	61,834	.....	61,834	.....	579	.....	579	.....
Arkansas	1,128,179	802,525	325,654	40.58	223,071	108,236	114,835	106.10
Western division	3,027,613	1,767,697	1,259,916	71.27	515,161	299,031	216,130	72.28
Montana	132,159	39,159	93,000	237.49	16,980	4,667	12,313	263.83
Wyoming	60,705	20,789	39,916	192.01	7,875	2,907	4,968	170.90
Colorado	412,198	194,327	217,871	112.12	65,490	28,252	37,238	131.81
New Mexico	153,593	119,565	34,028	28.46	18,215	4,755	13,460	283.07
Arizona	59,620	40,440	19,180	47.43	7,989	4,212	3,777	89.67
Utah	207,905	143,963	63,942	44.42	36,372	25,792	10,580	41.02
Nevada	45,761	62,266	a16,505	a26.51	7,387	8,918	a1,531	a17.17
Idaho	84,385	32,610	51,775	158.77	14,311	5,834	8,477	145.30
Alaska (d)	.....	.....	.....	.....	.....	.....	.....	.....
Washington	349,390	75,116	274,274	365.13	55,432	14,780	40,652	275.05
Oregon	313,767	174,768	138,999	79.53	63,354	37,437	25,917	69.23
California	1,208,130	864,694	343,436	39.72	221,756	161,477	60,279	37.33

a Loss.

b The per cent of gain in Texas is computed from the enrollment of 1890, including 65,512 over and under age; but the corresponding pupils were not included in 1880.

c School enrollment given is for Greer county only; population of that county, 5,338.

d Alaska is omitted from the comparison.

TABLE 10.—APPARENT RELATION OF PUBLIC COMMON SCHOOL ENROLLMENT TO POPULATION, 1880 AND 1890, BY STATES AND TERRITORIES.

STATES AND TERRITORIES.	POPULATION.		PUBLIC COMMON SCHOOL ENROLLMENT.		PER CENT OF ENROLLMENT TO POPULATION.	
	1890	1880	1890	1880	1890	1880
The United States (a)	62,622,250	50,155,783	12,704,487	9,951,608	20.29	19.84
North Atlantic division	17,401,545	14,507,407	3,103,266	2,949,904	17.83	20.33
Maine	661,086	648,936	139,679	150,811	21.13	23.24
New Hampshire	376,530	346,991	59,813	64,670	15.89	18.64
Vermont	332,422	332,286	65,608	73,237	19.74	22.04
Massachusetts	2,238,943	1,783,085	371,492	316,630	16.59	17.76
Rhode Island	345,506	276,531	52,774	42,489	15.27	15.37
Connecticut	746,258	622,700	126,505	118,589	16.95	19.04
New York	5,997,853	5,082,871	1,042,160	1,027,938	17.38	20.22
New Jersey	1,444,933	1,131,116	234,072	205,240	16.20	18.14
Pennsylvania	5,258,014	4,282,891	1,011,163	950,300	19.23	22.19
South Atlantic division	8,857,920	7,597,197	1,751,225	1,239,053	19.77	16.31
Delaware	168,493	146,608	31,434	26,412	18.66	18.02
Maryland	1,042,390	934,943	184,251	149,981	17.68	16.04
District of Columbia	230,392	177,624	36,906	26,439	16.02	14.88
Virginia	1,655,980	1,512,565	342,269	220,733	20.67	14.59
West Virginia	762,794	618,457	193,293	143,796	25.34	23.25
North Carolina	1,617,947	1,399,750	325,861	256,422	20.14	18.32
South Carolina	1,151,149	995,577	203,461	134,842	17.67	13.54
Georgia	1,837,353	1,542,180	342,562	237,124	18.64	15.38
Florida	391,422	269,493	91,188	43,304	23.30	16.07
North Central division	22,362,279	17,364,111	5,008,577	4,089,585	22.40	23.55
Ohio	3,672,316	3,198,062	797,439	752,442	21.71	23.53
Indiana	2,192,404	1,978,301	505,516	512,201	23.06	25.89
Illinois	3,826,351	3,077,871	778,319	704,041	20.34	22.87
Michigan	2,093,889	1,636,937	427,032	362,459	20.39	22.14
Wisconsin	1,686,880	1,315,497	351,723	299,514	20.85	22.77
Minnesota	1,301,826	780,773	281,859	186,544	21.65	23.89
Iowa	1,911,896	1,624,615	493,267	425,665	25.80	26.20
Missouri	2,679,184	2,168,380	620,314	486,002	23.15	22.41
North Dakota	182,719	36,909	35,543	3,746	19.45	10.15
South Dakota	328,808	98,268	77,943	9,972	23.70	10.15
Nebraska	1,058,910	452,402	240,300	100,871	22.69	22.30
Kansas	1,427,096	996,096	399,322	246,128	27.98	24.71
South Central division	10,972,893	8,919,371	2,326,258	1,374,035	21.20	15.41
Kentucky	1,858,635	1,648,690	408,966	292,427	22.00	17.74
Tennessee	1,767,518	1,542,359	455,732	291,500	25.78	18.90
Alabama	1,513,017	1,262,505	302,949	187,550	20.02	14.86
Mississippi	1,289,600	1,131,597	334,168	237,065	25.91	20.95
Louisiana	1,118,587	939,946	124,372	81,012	11.12	8.62
Texas (b)	2,235,523	1,591,749	476,421	176,245	21.31	11.07
Oklahoma (c)	61,834	.....	579	.....	10.85	.....
Arkansas	1,128,179	802,525	223,071	108,236	19.77	13.49
Western division	3,027,613	1,767,097	515,161	299,031	17.02	16.92
Montana	132,159	39,159	16,980	4,667	12.85	11.92
Wyoming	60,705	20,789	7,875	2,907	12.97	13.98
Colorado	412,198	194,327	65,490	28,252	15.89	14.54
New Mexico	153,593	119,565	18,215	4,755	11.86	3.98
Arizona	59,620	40,440	7,989	4,212	13.40	10.42
Utah	207,905	143,963	36,372	25,792	17.49	17.92
Nevada	45,761	62,266	7,387	8,918	16.14	14.32
Idaho	84,385	32,610	14,311	5,834	16.96	17.89
Alaska (a)	.....	.....	.....	.....	.....	.....
Washington	349,390	75,116	55,432	14,780	15.87	19.68
Oregon	313,767	174,768	63,354	37,437	20.19	21.42
California	1,208,130	864,694	221,756	161,477	18.36	18.67

a Alaska is omitted from the comparison.
b The enrollment for 1890 includes 65,512 over and under school age, but the corresponding figures were not included in 1880.
c School enrollment given is for Greer county; per cent given is on basis of population of county, 5,338.

TABLE 11.—APPARENT RELATION OF PUBLIC COMMON SCHOOL ENROLLMENT TO POPULATION, CENSUS OF 1890: WHITE AND COLORED, IN THE SOUTHERN STATES.

STATES AND TERRITORIES.	POPULATION.		PUBLIC COMMON SCHOOL ENROLLMENT.		PER CENT OF ENROLLMENT TO POPULATION.	
	White.	Colored.	White.	Colored.	White.	Colored.
Total	15,608,183	6,901,814	3,409,061	1,288,736	21.84	18.67
South Atlantic division	5,592,149	3,265,771	1,168,557	582,668	20.90	17.84
Delaware	140,066	28,427	26,778	4,656	19.12	16.38
Maryland	826,493	215,897	148,224	36,027	17.93	16.69
District of Columbia	154,695	75,697	23,574	13,332	15.24	17.61
Virginia	1,020,122	635,858	220,210	122,059	21.59	19.20
West Virginia	730,077	32,717	186,735	6,558	25.58	20.04
North Carolina	1,055,382	562,565	208,844	117,017	19.79	20.80
South Carolina	462,008	689,141	90,051	113,410	19.49	16.46
Georgia	978,357	858,996	209,330	133,232	21.40	15.51
Florida	224,949	166,473	54,811	36,377	24.37	21.85
South Central division	7,487,576	3,485,317	1,652,994	673,264	22.08	19.32
Kentucky	1,590,462	268,173	354,250	54,716	22.27	20.40
Tennessee	1,336,637	430,881	354,130	101,602	26.49	23.58
Alabama	833,718	679,299	186,794	116,155	22.40	17.10
Mississippi	544,851	744,749	150,968	183,200	27.71	24.60
Louisiana	558,395	560,192	74,988	49,384	13.43	8.82
Texas (a)	1,745,935	489,588	367,682	108,739	21.06	22.21
Oklahoma (b)	58,826	3,008	579	.....	10.85	.....
Arkansas	818,752	309,427	163,603	59,468	19.98	19.22
Missouri	2,528,458	150,726	587,510	32,804	23.24	21.76

a The enrollment in Texas for 1890 includes 65,512 pupils (54,880 white, 10,632 colored) over and under school age, but the corresponding figures were not included in 1880.

b The enrollment given is for Greer county only; the per cent is based upon the population of that county, 5,336 white and 2 colored.

TABLE 12.—APPARENT RELATIVE GAIN IN PUBLIC COMMON SCHOOL ENROLLMENT, 1880 AND 1890: WHITE AND COLORED, IN THE SOUTHERN STATES.

STATES AND TERRITORIES.	ENROLLED IN PUBLIC COMMON SCHOOLS.				INCREASE.			
	White.		Colored.		Number.		Per cent.	
	1890	1880	1890	1880	White.	Colored.	White.	Colored.
Total	3,409,061	2,301,804	1,288,736	797,286	1,107,257	491,450	48.10	61.64
South Atlantic division	1,168,557	859,510	582,668	379,543	309,047	203,125	35.96	53.52
Delaware	26,778	24,178	4,656	2,234	2,600	2,422	10.75	108.42
Maryland	148,224	123,448	36,027	26,533	24,776	9,494	20.07	35.78
District of Columbia	23,574	18,472	13,332	7,967	5,102	5,365	27.62	67.34
Virginia	220,210	152,455	122,059	68,278	67,755	53,781	44.44	78.77
West Virginia	186,735	139,690	6,558	4,108	47,045	2,452	33.68	59.72
North Carolina	208,844	161,262	117,017	95,160	47,582	21,857	29.51	22.97
South Carolina	90,051	61,832	113,410	73,010	28,219	40,400	45.64	55.33
Georgia	209,330	150,501	133,232	86,623	58,829	46,609	39.09	53.81
Florida	54,811	27,672	36,377	15,632	27,139	20,745	98.07	132.71
South Central division	1,652,994	980,338	673,264	393,697	672,656	279,567	68.61	71.01
Kentucky	354,250	263,507	54,716	28,920	90,743	25,796	34.44	89.20
Tennessee	354,130	230,130	101,602	61,370	124,000	40,232	53.88	65.56
Alabama	186,794	111,889	116,155	75,661	74,905	40,494	66.95	53.52
Mississippi	150,968	115,463	183,200	121,602	35,505	61,598	30.75	50.66
Louisiana	74,988	46,370	49,384	34,642	28,618	14,742	61.72	42.56
Texas (a)	367,682	131,616	108,739	44,629	236,066	64,110	179.36	143.65
Oklahoma (b)	579	.....	.....	.....	579	.....	.....	.....
Arkansas	163,603	81,363	59,468	26,873	82,240	32,595	101.08	121.29
Missouri	587,510	461,956	32,804	24,046	125,554	8,758	27.18	36.42

a The enrollment in Texas for 1890 includes 65,512 pupils (54,880 white, 10,632 colored) over and under school age, but the corresponding figures were not included in 1880.

b School enrollment given is for Greer county only.

TABLE 13.—APPARENT RELATION OF THE SEXES IN PUBLIC COMMON SCHOOLS, CENSUS OF 1890, BY STATES AND TERRITORIES.

STATES AND TERRITORIES.	Male teachers to female teachers nearly as—	Male pupils to female pupils nearly as—
The United States	1 to 1.9	10 to 9.7
North Atlantic division	1 to 3.8	10 to 9.9
Maine	1 to 3.3	10 to 10.3
New Hampshire	1 to 9.5	10 to 9.4
Vermont	1 to 7.3	10 to 9.5
Massachusetts	1 to 9.2	10 to 9.7
Rhode Island	1 to 6.9	10 to 9.9
Connecticut	1 to 6.0	10 to 10.1
New York	1 to 4.9	10 to 9.9
New Jersey	1 to 4.4	10 to 10.5
Pennsylvania	1 to 1.9	10 to 9.7
South Atlantic division	1 to 1.0	10 to 9.8
Delaware	1 to 2.1	10 to 10.2
White	1 to 2.2	10 to 10.2
Colored	1 to 1.7	10 to 9.8
Maryland	1 to 2.6	10 to 9.6
White	1 to 2.9	10 to 9.4
Colored	1 to 1.3	10 to 10.1
District of Columbia	1 to 7.1	10 to 11.3
White	1 to 7.3	10 to 10.6
Colored	1 to 6.8	10 to 12.8
Virginia	1 to 1.4	10 to 9.9
White	1 to 1.5	10 to 9.2
Colored	1 to 1.1	10 to 11.4
West Virginia	1 to 0.6	10 to 9.1
White	1 to 0.6	10 to 9.0
Colored	1 to 0.7	10 to 10.9
North Carolina	1 to 0.7	10 to 9.9
White	1 to 0.7	10 to 9.2
Colored	1 to 0.6	10 to 11.1
South Carolina	1 to 1.0	10 to 10.1
White	1 to 1.4	10 to 9.3
Colored	1 to 0.6	10 to 10.9
Georgia	1 to 0.9	10 to 9.8
White	1 to 0.8	10 to 9.2
Colored	1 to 0.9	10 to 10.8
Florida	1 to 1.1	10 to 9.8
White	1 to 1.3	10 to 9.3
Colored	1 to 0.7	10 to 10.6
North Central division	1 to 2.1	10 to 9.5
Ohio	1 to 1.3	10 to 9.3
Indiana	1 to 1.0	10 to 9.5
Illinois	1 to 2.4	10 to 9.6
Michigan	1 to 3.5	10 to 9.6
Wisconsin	1 to 4.0	10 to 9.6
North Central division—Continued.		
Minnesota	1 to 3.2	10 to 9.4
Iowa	1 to 3.9	10 to 9.6
Missouri	1 to 1.3	10 to 9.6
White	1 to 1.2	10 to 9.6
Colored	1 to 1.4	10 to 10.3
North Dakota	1 to 2.5	10 to 9.0
South Dakota	1 to 2.4	10 to 9.0
Nebraska	1 to 2.7	10 to 9.4
Kansas	1 to 1.5	10 to 9.5
South Central division	1 to 0.7	10 to 9.9
Kentucky	1 to 1.0	10 to 9.5
White	1 to 1.0	10 to 9.3
Colored	1 to 1.1	10 to 10.6
Tennessee	1 to 0.0	10 to 9.5
White	1 to 0.6	10 to 9.3
Colored	1 to 0.7	10 to 10.1
Alabama	1 to 0.6	10 to 10.0
White	1 to 0.6	10 to 9.6
Colored	1 to 0.5	10 to 10.6
Mississippi	1 to 1.0	10 to 10.0
White	1 to 1.4	10 to 9.5
Colored	1 to 0.7	10 to 10.4
Louisiana	1 to 1.2	10 to 9.5
White	1 to 1.7	10 to 9.4
Colored	1 to 0.5	10 to 9.8
Texas	1 to 0.7	10 to 11.2
White	1 to 0.7	10 to 11.2
Colored	1 to 0.5	10 to 11.5
Oklahoma	1 to 0.1	10 to 11.2
Arkansas	1 to 0.5	10 to 9.2
White	1 to 0.4	10 to 9.1
Colored	1 to 0.5	10 to 9.6
Western division	1 to 2.2	10 to 9.4
Montana	1 to 3.7	10 to 9.6
Wyoming	1 to 4.2	10 to 9.6
Colorado	1 to 2.8	10 to 9.6
New Mexico	1 to 0.5	10 to 5.4
Arizona	1 to 1.6	10 to 8.5
Utah	1 to 1.1	10 to 9.3
Nevada	1 to 5.1	10 to 9.9
Idaho	1 to 1.1	10 to 10.6
Alaska	1 to 1.6	10 to 9.3
Washington	1 to 1.5	10 to 10.1
Oregon	1 to 1.3	10 to 9.6
California	1 to 3.7	10 to 9.4

TABLE 14.—ENROLLMENT IN PUBLIC SCHOOLS ADDITIONAL TO COMMON SCHOOLS, AS DERIVED FROM THE REPORTS OF SCHOOLS, CENSUS OF 1890, BY STATES AND TERRITORIES.

[This table includes state universities and professional schools.]

STATES AND TERRITORIES.	TEACHERS.							PUPILS.						
	Aggregate.	White. (a)			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The United States	2,980	2,841	2,084	757	119	66	53	64,478	60,101	31,988	28,113	4,377	2,042	2,335
North Atlantic division	768	786	413	353	.....	.....	.....	21,151	21,139	8,577	12,562	12	6	6
Maine	35	35	21	14	.....	.....	.....	971	971	377	594	.....	.....	.....
New Hampshire	17	17	15	2	.....	.....	.....	134	134	34	100	.....	.....	.....
Vermont	57	57	41	16	.....	.....	.....	1,112	1,112	673	439	.....	.....	.....
Massachusetts	108	108	44	64	.....	.....	.....	1,595	1,594	276	1,318	1	.....	1
Rhode Island	8	8	3	5	.....	.....	.....	200	199	6	193	1	.....	1
Connecticut	37	37	10	27	.....	.....	.....	798	798	249	549	.....	.....	.....
New York	236	236	128	108	.....	.....	.....	7,810	7,808	2,946	4,862	2	1	1
New Jersey	35	35	14	21	.....	.....	.....	892	892	308	584	.....	.....	.....
Pennsylvania	233	233	137	98	.....	.....	.....	7,639	7,631	3,708	3,923	8	5	3
South Atlantic division	412	375	334	41	37	22	15	7,060	5,744	4,162	1,582	1,316	528	788
Delaware	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maryland	85	85	77	8	.....	.....	.....	675	675	345	330	.....	.....	.....
District of Columbia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Virginia	96	80	72	8	16	10	6	1,734	1,254	1,003	251	480	189	291
West Virginia	54	54	38	16	.....	.....	.....	1,063	1,063	669	394	.....	.....	.....
North Carolina	42	24	23	1	18	10	8	1,034	273	273	.....	761	303	458
South Carolina	41	41	37	4	.....	.....	.....	519	519	391	128	.....	.....	.....
Georgia	68	68	68	.....	.....	.....	.....	1,500	1,500	1,142	358	.....	.....	.....
Florida	28	23	19	4	3	2	1	535	460	339	121	75	36	39
North Central division	1,083	1,076	834	242	7	5	2	23,605	23,349	13,283	10,088	256	127	129
Ohio	69	69	65	4	.....	.....	.....	777	767	634	133	10	8	2
Indiana	91	91	74	17	.....	.....	.....	1,929	1,919	1,190	729	10	6	4
Illinois	85	85	51	34	.....	.....	.....	2,790	2,767	1,394	1,373	23	8	15
Michigan	155	155	141	14	.....	.....	.....	3,633	3,623	2,509	1,114	10	8	2
Wisconsin	136	136	82	54	.....	.....	.....	2,952	2,950	1,403	1,547	2	1	1
Minnesota	153	153	117	36	.....	.....	.....	2,410	2,410	1,260	1,150	.....	.....	.....
Iowa	93	93	76	17	.....	.....	.....	1,690	1,689	1,039	650	1	1	.....
Missouri	111	104	89	15	7	5	2	2,757	2,574	1,515	1,059	183	87	96
North Dakota	11	11	9	2	.....	.....	.....	151	149	81	68	2	1	1
South Dakota	58	58	39	19	.....	.....	.....	1,228	1,228	661	567	.....	.....	.....
Nebraska	42	42	31	11	.....	.....	.....	1,146	1,145	496	649	1	1	.....
Kansas	79	79	60	19	.....	.....	.....	2,142	2,128	1,081	1,047	14	6	8
South Central division	380	305	232	73	75	39	36	8,436	5,648	3,870	1,778	2,788	1,377	1,411
Kentucky	28	25	24	1	3	2	1	641	554	409	145	87	32	55
Tennessee	38	38	38	.....	.....	.....	.....	510	497	496	1	13	13	.....
Alabama	134	82	59	23	52	25	27	3,401	1,835	1,097	738	1,566	639	927
Mississippi	64	55	31	24	9	8	1	1,300	888	565	323	412	331	81
Louisiana	34	27	17	10	7	1	6	789	375	220	155	414	144	270
Texas	50	50	41	9	.....	.....	.....	1,029	899	640	259	130	81	49
Arkansas	32	28	22	6	4	3	1	766	600	443	157	166	137	29
Western division	319	319	271	48	.....	.....	.....	4,226	4,221	2,116	2,105	5	4	1
Montana	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wyoming	21	21	21	.....	.....	.....	.....	82	82	41	41	.....	.....	.....
Colorado	51	51	41	10	.....	.....	.....	883	681	383	298	2	2	.....
New Mexico	3	3	2	1	.....	.....	.....	34	34	19	15	.....	.....	.....
Arizona	1	1	1	.....	.....	.....	.....	33	33	14	19	.....	.....	.....
Utah	20	20	19	1	.....	.....	.....	358	358	229	129	.....	.....	.....
Nevada	10	10	8	2	.....	.....	.....	137	137	57	80	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	10	10	5	5	.....	.....	.....	273	273	92	181	.....	.....	.....
Oregon	51	51	45	6	.....	.....	.....	633	833	386	247	.....	.....	.....
California	152	152	129	23	.....	.....	.....	1,993	1,990	895	1,095	3	2	1

a Includes unseparated colored.

TABLE 15.—APPARENT RELATION OF PUBLIC SCHOOL ENROLLMENT TO POPULATION, CENSUS OF 1890, BY STATES AND TERRITORIES.

[This table includes state universities and professional schools.]

STATES AND TERRITORIES.	Population, exclusive of Alaska and Oklahoma.	APPARENT PUBLIC SCHOOL ENROLLMENT.	
		Number. (a)	Per cent of population.
The United States	62,560,416	12,768,386	20.41
North Atlantic division	17,401,545	3,124,417	17.95
Maine	661,086	140,650	21.28
New Hampshire	376,530	59,947	15.92
Vermont	332,422	66,720	20.07
Massachusetts	2,238,943	373,087	16.66
Rhode Island	345,506	52,974	15.33
Connecticut	746,258	127,303	17.06
New York	5,997,853	1,049,970	17.51
New Jersey	1,444,933	234,964	16.26
Pennsylvania	5,258,014	1,018,802	19.38
South Atlantic division	8,857,920	1,758,285	19.85
Delaware	168,493	31,434	18.66
Maryland	1,042,390	184,926	17.74
District of Columbia	230,392	36,906	16.02
Virginia	1,655,980	344,003	20.77
West Virginia	762,794	194,356	25.48
North Carolina	1,617,947	326,895	20.20
South Carolina	1,151,149	203,980	17.72
Georgia	1,837,353	344,062	18.73
Florida	391,422	91,723	23.43
North Central division	22,362,279	5,032,182	22.50
Ohio	3,672,316	798,216	21.74
Indiana	2,192,404	507,445	23.15
Illinois	3,826,351	781,109	20.41
Michigan	2,093,889	430,665	20.57
Wisconsin	1,686,880	354,675	21.03
Minnesota	1,301,826	284,269	21.84
Iowa	1,911,896	494,957	25.89
Missouri	2,679,184	623,071	23.26
North Dakota	182,719	35,694	19.53
South Dakota	328,808	79,171	24.08
Nebraska	1,058,910	241,446	22.80
Kansas	1,427,096	401,464	28.13
South Central division	10,911,059	2,334,115	21.39
Kentucky	1,858,635	409,607	22.04
Tennessee	1,767,518	456,242	25.81
Alabama	1,513,017	306,350	20.25
Mississippi	1,289,600	335,468	26.01
Louisiana	1,118,587	125,161	11.19
Texas	2,235,523	477,450	21.36
Arkansas	1,128,179	223,837	19.84
Western division	3,027,613	519,387	17.15
Montana	132,159	16,980	12.85
Wyoming	60,705	7,957	13.11
Colorado	412,198	66,173	16.05
New Mexico	153,593	18,249	11.88
Arizona	59,620	8,022	13.46
Utah	207,905	36,730	17.67
Nevada	45,761	7,524	16.44
Idaho	84,385	14,311	16.96
Washington	349,390	55,705	15.94
Oregon	313,767	63,987	20.39
California	1,208,130	223,749	18.52

a Pupils in Oklahoma (579) and Alaska (899) have been omitted, Oklahoma having public schools in Greer county only, and the conditions in Alaska being unlike those of the country at large.

TABLE 16.—SCHOOL ENROLLMENT, CENSUS OF 1890: PRIVATE SCHOOLS, EXCLUSIVE OF PAROCHIAL SCHOOLS, AS DERIVED FROM THE REPORTS OF SCHOOLS, BY STATES AND TERRITORIES.

STATES AND TERRITORIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The United States	41,811	40,953	19,884	21,069	858	406	452	804,204	750,243	403,705	346,538	53,961	25,176	28,785
North Atlantic division	14,122	14,107	7,033	7,074	15	5	10	196,173	195,000	111,741	83,259	1,173	706	467
Maine	353	353	183	170	.....	.....	.....	6,826	6,820	3,931	2,889	6	6	.....
New Hampshire	298	298	171	127	.....	.....	.....	4,816	4,808	2,789	2,019	8	6	2
Vermont	250	250	101	149	.....	.....	.....	4,553	4,552	2,150	2,402	1	.....	1
Massachusetts	2,232	2,232	1,122	1,110	.....	.....	.....	24,777	24,701	14,240	10,461	76	49	27
Rhode Island	263	263	104	159	.....	.....	.....	4,053	4,030	2,352	1,678	23	16	7
Connecticut	738	738	377	361	.....	.....	.....	8,902	8,888	5,288	3,600	14	12	2
New York	5,490	5,490	2,804	2,686	.....	.....	.....	77,042	76,846	43,428	33,418	196	93	103
New Jersey	1,251	1,251	506	745	.....	.....	.....	16,878	16,861	9,562	7,299	17	15	2
Pennsylvania	3,247	3,232	1,665	1,567	15	5	10	48,326	47,494	28,001	19,493	832	509	323
South Atlantic division	7,190	6,717	2,995	3,722	473	222	251	165,253	134,080	67,929	66,151	31,173	14,398	16,775
Delaware	77	75	27	48	2	.....	2	1,289	1,226	636	590	63	26	37
Maryland	1,116	1,098	562	536	18	10	8	12,799	12,298	7,263	5,035	501	235	266
District of Columbia	483	462	285	177	21	14	7	5,387	4,794	2,982	1,812	593	421	172
Virginia	1,155	1,115	438	677	40	16	24	17,648	14,396	6,802	7,594	3,252	1,547	1,705
West Virginia	228	224	74	150	4	2	2	3,600	3,399	1,532	1,867	201	101	100
North Carolina	1,590	1,441	631	810	149	73	76	43,943	36,590	18,604	17,986	7,353	3,351	4,002
South Carolina	684	588	236	352	96	38	58	20,303	11,934	5,838	6,096	8,369	4,134	4,235
Georgia	1,662	1,533	693	840	129	62	67	55,536	45,808	22,764	23,044	9,728	4,024	5,704
Florida	195	181	49	132	14	7	7	4,748	3,635	1,508	2,127	1,113	559	554
North Central division	10,088	10,074	5,605	4,469	14	9	5	187,827	186,894	107,156	79,738	933	491	442
Ohio	2,048	2,036	1,188	848	12	8	4	39,204	38,891	22,636	16,255	313	175	138
Indiana	893	893	504	389	.....	.....	.....	20,012	19,656	10,964	8,692	356	131	225
Illinois	1,949	1,948	1,105	843	1	.....	1	31,791	31,740	19,209	12,531	51	29	22
Michigan	592	592	338	254	.....	.....	.....	11,551	11,522	6,631	4,891	29	21	8
Wisconsin	471	471	246	225	.....	.....	.....	7,954	7,948	5,023	2,925	6	5	1
Minnesota	505	505	266	239	.....	.....	.....	7,751	7,745	4,739	3,006	6	4	2
Iowa	789	789	438	351	.....	.....	.....	19,891	19,878	10,995	8,883	13	10	3
Missouri	1,800	1,799	960	839	1	1	.....	29,015	28,990	15,719	13,271	25	16	9
North Dakota	45	45	16	29	.....	.....	.....	624	624	273	351	.....	.....	.....
South Dakota	133	133	48	85	.....	.....	.....	1,432	1,430	663	767	2	.....	2
Nebraska	306	306	156	150	.....	.....	.....	6,484	6,478	3,537	2,941	6	3	3
Kansas	557	557	340	217	.....	.....	.....	12,118	11,992	6,767	5,225	126	97	29
South Central division	7,659	7,304	3,116	4,188	355	170	185	200,202	180,677	90,234	90,443	19,525	8,977	10,548
Kentucky	1,364	1,341	516	825	23	16	7	29,308	28,184	14,548	13,636	1,124	500	624
Tennessee	1,929	1,838	927	911	91	48	43	55,333	50,824	26,130	24,694	4,509	2,123	2,386
Alabama	919	850	367	483	69	32	37	27,381	22,418	10,899	11,519	4,963	2,312	2,651
Mississippi	828	798	325	473	30	9	21	24,312	21,769	10,216	11,553	2,543	1,148	1,395
Louisiana	1,071	1,015	347	668	56	24	32	20,103	17,088	8,897	8,191	3,015	1,379	1,636
Texas	1,106	1,057	421	636	49	18	31	29,044	27,219	12,804	14,415	1,825	732	1,093
Oklahoma	28	28	12	16	.....	.....	.....	1,203	1,202	623	579	1	.....	1
Arkansas	414	377	201	176	37	23	14	13,518	11,973	6,117	5,856	1,545	783	762
Western division	2,752	2,751	1,135	1,616	1	.....	1	54,749	53,592	26,645	26,947	1,157	604	553
Montana	52	52	21	31	.....	.....	.....	1,319	1,314	592	722	5	5	.....
Wyoming	11	11	3	8	.....	.....	.....	159	159	40	119	.....	.....	.....
Colorado	306	306	154	152	.....	.....	.....	4,752	4,727	2,218	2,509	25	10	15
New Mexico	185	185	48	137	.....	.....	.....	4,770	4,577	2,289	2,288	193	98	95
Arizona	19	19	4	15	.....	.....	.....	479	478	118	360	1	1	.....
Utah	282	282	83	199	.....	.....	.....	10,464	10,460	5,495	4,965	4	3	1
Nevada	14	14	1	13	.....	.....	.....	131	131	2	129	.....	.....	.....
Idaho	33	33	6	27	.....	.....	.....	1,104	1,104	467	637	.....	.....	.....
Alaska	54	54	35	19	.....	.....	.....	878	23	13	10	a855	460	395
Washington	189	189	86	103	.....	.....	.....	3,575	3,570	1,938	1,632	5	3	2
Oregon	250	250	114	136	.....	.....	.....	4,891	4,889	2,362	2,527	2	2	.....
California	1,357	1,356	580	776	1	.....	1	22,227	22,160	11,111	11,049	67	22	45

a Native.

TABLE 17.—SCHOOL ENROLLMENT, CENSUS OF 1890: DENOMINATIONAL SCHOOLS, INCLUDING PAROCHIAL SCHOOLS, AS DERIVED FROM THE REPORTS OF SCHOOLS, BY STATES AND TERRITORIES.

TEACHERS.

STATES AND TERRITORIES.	ALL DENOMINATIONS.							BAPTIST.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The United States	33,564	32,848	12,402	20,446	716	317	399	1,635	1,537	836	701	98	53	45
North Atlantic division	10,292	10,277	3,223	7,054	15	5	10	386	386	258	128	.....	.....	.....
Maine	240	240	110	130	.....	.....	.....	59	59	45	14	.....	.....	.....
New Hampshire	244	244	83	161	.....	.....	.....	19	19	11	8	.....	.....	.....
Vermont	210	210	48	162	.....	.....	.....	25	25	9	16	.....	.....	.....
Massachusetts	1,162	1,162	371	791	.....	.....	.....	15	15	15	.....	.....	.....	.....
Rhode Island	229	229	49	180	.....	.....	.....	22	22	22	.....	.....	.....	.....
Connecticut	624	624	248	376	.....	.....	.....	11	11	6	5	.....	.....	.....
New York	3,779	3,779	1,238	2,541	.....	.....	.....	131	131	90	41	.....	.....	.....
New Jersey	1,012	1,012	216	796	.....	.....	.....	27	27	13	14	.....	.....	.....
Pennsylvania	2,792	2,777	860	1,917	15	5	10	77	77	47	30	.....	.....	.....
South Atlantic division	3,437	3,014	1,091	1,923	423	181	242	470	422	208	214	48	27	21
Delaware	71	71	11	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maryland	808	780	263	517	28	11	17	.....	.....	.....	.....	.....	.....	.....
District of Columbia	342	322	163	159	20	14	6	55	51	48	3	4	4	.....
Virginia	534	479	177	302	55	15	40	101	97	46	51	4	2	2
West Virginia	135	134	30	104	1	.....	1	15	15	5	10	.....	.....	.....
North Carolina	635	560	265	295	135	61	74	110	83	47	36	27	14	13
South Carolina	300	221	93	128	79	33	46	38	38	16	22	.....	.....	.....
Georgia	466	377	129	248	89	42	47	128	116	40	76	12	7	5
Florida	146	136	20	110	16	5	11	23	22	6	16	1	.....	1
North Central division	13,409	13,388	6,086	7,302	21	10	11	331	331	196	135	.....	.....	.....
Ohio	2,088	2,077	809	1,268	11	7	4	51	51	38	13	.....	.....	.....
Indiana	1,064	1,064	472	592	.....	.....	.....	18	18	14	4	.....	.....	.....
Illinois	2,513	2,509	1,186	1,323	4	2	2	66	66	35	31	.....	.....	.....
Michigan	1,017	1,017	403	614	.....	.....	.....	28	28	21	7	.....	.....	.....
Wisconsin	1,518	1,518	681	837	.....	.....	.....	28	28	14	14	.....	.....	.....
Minnesota	1,056	1,056	611	445	.....	.....	.....	9	9	4	5	.....	.....	.....
Iowa	1,123	1,123	527	596	.....	.....	.....	27	27	15	12	.....	.....	.....
Missouri	1,576	1,576	623	953	.....	.....	.....	81	81	39	42	.....	.....	.....
North Dakota	99	98	62	36	1	.....	1	.....	.....	.....	.....	.....	.....	.....
South Dakota	237	237	111	126	.....	.....	.....	7	7	5	2	.....	.....	.....
Nebraska	500	497	266	231	3	1	2	.....	.....	.....	.....	.....	.....	.....
Kansas	618	616	335	281	2	.....	2	16	16	11	5	.....	.....	.....
South Central division	4,128	3,882	1,225	2,657	246	110	136	414	364	159	205	50	26	24
Kentucky	836	820	209	611	16	6	10	83	73	36	37	10	3	7
Tennessee	916	838	391	447	72	37	35	80	77	36	41	3	2	1
Alabama	348	307	98	209	41	19	22	55	38	12	26	17	10	7
Mississippi	369	291	81	210	18	7	11	66	64	20	44	2	1	1
Louisiana	797	742	171	571	55	20	35	47	39	18	21	8	4	4
Texas	698	671	200	471	27	11	16	62	57	30	27	5	3	2
Arkansas	227	210	74	136	17	10	7	21	16	7	9	5	3	2
Oklahoma	3	3	1	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Western division	2,298	2,287	777	1,510	11	11	.....	34	34	15	19	.....	.....	.....
Montana	41	41	9	32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wyoming	13	13	1	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	266	266	125	141	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Mexico	201	201	50	151	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona	35	35	7	28	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah	294	294	77	217	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nevada	19	19	1	18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	32	32	6	26	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	173	173	66	107	.....	.....	.....	9	9	3	6	.....	.....	.....
Oregon	220	220	95	125	.....	.....	.....	4	4	2	2	.....	.....	.....
California	950	939	305	634	a11	11	.....	21	21	10	11	.....	.....	.....
Alaska	54	54	35	19	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

a Chinese.

TABLE 17.—SCHOOL ENROLLMENT, CENSUS OF 1890: DENOMINATIONAL SCHOOLS, INCLUDING PAROCHIAL SCHOOLS—Continued.

TEACHERS—Continued.

STATES AND TERRITORIES.	CATHOLIC.							CONGREGATIONAL.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The United States	18,210	18,160	3,131	15,029	50	1	49	1,219	1,129	666	463	90	46	44
North Atlantic division	6,912	6,912	1,110	5,802	.....	.....	.....	298	298	283	15	.....	.....	.....
Maine	111	111	16	95	.....	.....	.....	29	29	29	.....	.....	.....	.....
New Hampshire	151	151	15	136	.....	.....	.....	29	29	24	5	.....	.....	.....
Vermont	125	125	7	118	.....	.....	.....	9	9	9	.....	.....	.....	.....
Massachusetts	803	803	79	724	.....	.....	.....	75	75	65	10	.....	.....	.....
Rhode Island	176	176	13	163	.....	.....	.....	1	1	1	.....	.....	.....	.....
Connecticut	340	340	6	334	.....	.....	.....	155	155	155	.....	.....	.....	.....
New York	2,778	2,778	659	2,119	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Jersey	769	769	92	677	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pennsylvania	1,659	1,659	223	1,436	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Atlantic division	1,317	1,298	313	985	19	1	18	183	135	50	85	48	27	21
Delaware	49	49	3	46	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maryland	596	590	179	411	6	.....	6	.....	.....	.....	.....	.....	.....	.....
District of Columbia	224	224	81	143	.....	.....	.....	47	33	31	2	14	10	4
Virginia	122	122	14	108	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
West Virginia	88	88	4	84	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Carolina	37	36	16	20	1	.....	1	37	25	2	23	12	4	8
South Carolina	43	41	.....	41	2	.....	2	11	8	2	6	3	2	1
Georgia	84	80	16	64	4	1	3	75	56	9	47	19	11	8
Florida	74	68	.....	68	6	.....	6	13	13	6	7	.....	.....	.....
North Central division	6,951	6,948	1,174	5,774	3	.....	3	360	356	235	121	4	1	3
Ohio	1,289	1,289	234	1,055	.....	.....	.....	76	76	56	20	.....	.....	.....
Indiana	631	631	137	494	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Illinois	1,336	1,335	217	1,118	1	.....	1	37	37	31	6	.....	.....	.....
Michigan	582	582	61	521	.....	.....	.....	23	23	15	8	.....	.....	.....
Wisconsin	847	847	132	715	.....	.....	.....	38	38	26	12	.....	.....	.....
Minnesota	393	393	64	329	.....	.....	.....	26	26	14	12	.....	.....	.....
Iowa	478	478	32	446	.....	.....	.....	37	37	27	10	.....	.....	.....
Missouri	898	898	200	698	.....	.....	.....	19	19	11	8	.....	.....	.....
North Dakota	17	17	.....	17	.....	.....	.....	17	16	7	9	1	.....	1
South Dakota	68	68	5	63	.....	.....	.....	18	18	12	6	.....	.....	.....
Nebraska	179	179	27	152	.....	.....	.....	49	46	24	22	3	1	2
Kansas	233	231	65	166	2	.....	2	20	20	12	8	.....	.....	.....
South Central division	1,892	1,864	298	1,566	28	.....	28	198	171	42	129	27	7	20
Kentucky	481	480	57	423	1	.....	1	17	17	3	14	.....	.....	.....
Tennessee	138	138	30	108	.....	.....	.....	65	55	14	41	10	4	6
Alabama	101	99	34	65	2	.....	2	62	51	11	40	11	2	9
Mississippi	106	105	20	85	1	.....	1	21	17	6	11	4	.....	4
Louisiana	611	593	97	496	18	.....	18	19	19	6	13	.....	.....	.....
Texas	374	371	51	320	3	.....	3	13	12	2	10	1	.....	1
Arkansas	81	78	9	69	3	.....	3	1	.....	.....	.....	1	1	.....
Oklahoma	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Western division	1,138	1,138	236	902	.....	.....	.....	180	169	56	113	11	11	.....
Montana	26	26	1	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wyoming	12	12	.....	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	122	122	27	95	.....	.....	.....	19	19	15	4	.....	.....	.....
New Mexico	76	76	20	56	.....	.....	.....	33	33	10	23	.....	.....	.....
Arizona	22	22	1	21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah	44	44	7	37	.....	.....	.....	50	50	6	44	.....	.....	.....
Nevada	11	11	1	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	15	15	.....	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	63	63	14	49	.....	.....	.....	15	15	7	8	.....	.....	.....
Oregon	102	102	22	80	.....	.....	.....	8	8	5	3	.....	.....	.....
California	645	645	143	502	.....	.....	.....	55	44	13	31	a11	11	.....
Alaska	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

a Chinese.

TABLE 17.—SCHOOL ENROLLMENT, CENSUS OF 1890: DENOMINATIONAL SCHOOLS, INCLUDING PAROCHIAL SCHOOLS—Continued.

TEACHERS—Continued.

STATES AND TERRITORIES.	LUTHERAN.							METHODIST EPISCOPAL.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The United States	3,523	3,518	2,972	546	5	3	2	3,026	2,819	1,650	1,169	207	113	94
North Atlantic division	378	378	258	120				519	519	357	162			
Maine								27	27	14	13			
New Hampshire	1	1	1					9	9	4	5			
Vermont								25	25	13	12			
Massachusetts	2	2	2					161	161	129	32			
Rhode Island	1	1		1				12	12	4	8			
Connecticut	12	12	8	4				23	23	23				
New York	193	193	131	62				124	124	79	45			
New Jersey	18	18	13	5				44	44	26	18			
Pennsylvania	151	151	103	48				94	94	65	29			
South Atlantic division	156	153	95	58	3	1	2	512	413	202	211	99	53	46
Delaware								8	8	4	4			
Maryland	43	43	23	20				67	55	32	23	12	9	3
District of Columbia	1	1	1											
Virginia	45	45	27	18				82	82	41	41			
West Virginia	4	4	3	1				10	10	4	6			
North Carolina	42	39	27	12	3	1	2	127	100	37	63	27	14	13
South Carolina	19	19	13	6				50	31	21	10	19	11	8
Georgia								148	112	58	54	36	16	20
Florida	2	2	1	1				20	15	5	10	5	3	2
North Central division	2,884	2,884	2,532	352				790	779	538	241	11	7	4
Ohio	167	167	157	10				132	121	81	40	11	7	4
Indiana	148	148	137	11				93	93	72	21			
Illinois	494	494	439	55				214	214	167	47			
Michigan	233	233	208	25				45	45	31	14			
Wisconsin	494	494	424	70				17	17	10	7			
Minnesota	515	515	449	66				23	23	17	6			
Iowa	256	256	221	35				87	87	52	35			
Missouri	171	171	153	18				99	99	51	48			
North Dakota	59	59	52	7										
South Dakota	66	66	57	9				12	12	6	6			
Nebraska	170	170	148	22				23	23	14	9			
Kansas	111	111	87	24				45	45	37	8			
South Central division	76	74	65	9	2	2		896	799	365	434	97	53	44
Kentucky	5	5	5					72	72	26	46			
Tennessee	8	8	6	2				363	332	180	152	31	16	15
Alabama	4	4	4					83	75	23	52	8	4	4
Mississippi	3	3	2	1				79	69	20	49	10	6	4
Louisiana	17	16	14	2	1	1		77	49	26	23	28	15	13
Texas	29	29	27	2				139	125	55	70	14	8	6
Arkansas	10	9	7	2	1	1		82	76	35	41	6	4	2
Oklahoma								1	1		1			
Western division	29	29	22	7				369	369	188	121			
Montana														
Wyoming														
Colorado	5	5	5					79	79	62	17			
New Mexico	1	1		1				29	29	11	18			
Arizona								2	2		2			
Utah	5	5	3	2				31	31	4	27			
Nevada														
Idaho														
Washington	3	3	3					28	28	17	11			
Oregon	4	4	3	1				39	39	27	12			
California	11	11	8	3				101	101	67	34			
Alaska														

TABLE 17.—SCHOOL ENROLLMENT, CENSUS OF 1890: DENOMINATIONAL SCHOOLS, INCLUDING PAROCHIAL SCHOOLS—Continued.

TEACHERS—Continued.

STATES AND TERRITORIES.	PRESBYTERIAN.							PROTESTANT EPISCOPAL.							ALL OTHERS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The United States	1,793	1,655	866	789	138	50	88	1,614	1,527	690	837	87	31	56	2,544	2,503	1,591	912	41	20	21
North Atlantic division	258	258	175	83	.....	.....	.....	678	678	357	321	.....	.....	.....	863	848	425	423	15	5	10
Maine	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	14	14	6	8	.....	.....	.....
New Hampshire	.....	.....	.....	.....	.....	.....	.....	31	31	27	4	.....	.....	.....	4	4	1	3	.....	.....	.....
Vermont	.....	.....	.....	.....	.....	.....	.....	14	14	6	8	.....	.....	.....	12	12	4	8	.....	.....	.....
Massachusetts	1	1	1	.....	.....	.....	.....	36	36	33	3	.....	.....	.....	69	69	47	22	.....	.....	.....
Rhode Island	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	17	17	9	8	.....	.....	.....
Connecticut	.....	.....	.....	.....	.....	.....	.....	83	83	50	33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New York	84	84	52	32	.....	.....	.....	319	319	148	171	.....	.....	.....	150	150	79	71	.....	.....	.....
New Jersey	46	46	29	17	.....	.....	.....	30	30	2	28	.....	.....	.....	78	78	41	37	.....	.....	.....
Pennsylvania	127	127	93	34	.....	.....	.....	165	165	91	74	.....	.....	.....	519	504	238	266	15	5	10
South Atlantic division	372	251	99	152	121	42	79	261	181	61	120	80	27	53	166	161	63	98	5	3	2
Delaware	.....	.....	.....	.....	.....	.....	.....	1	1	.....	1	.....	.....	.....	13	13	4	9	.....	.....	.....
Maryland	14	13	6	7	1	1	.....	50	41	13	28	9	1	8	38	38	10	28	.....	.....	.....
District of Columbia	.....	.....	.....	.....	.....	.....	.....	6	4	.....	4	2	.....	2	9	9	2	7	.....	.....	.....
Virginia	72	54	18	36	18	4	14	101	68	25	43	33	9	24	11	11	6	5	.....	.....	.....
West Virginia	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	1	.....	1	17	17	14	3	.....	.....	.....
North Carolina	146	101	35	66	45	18	27	68	49	17	32	19	10	9	68	67	24	43	1	.....	1
South Carolina	123	79	38	41	44	14	30	10	3	1	2	7	3	4	8	2	2	.....	4	3	1
Georgia	13	4	2	2	9	3	6	18	9	4	5	9	4	5	.....	.....	.....	.....	.....	.....	.....
Florida	4	.....	.....	.....	4	2	2	6	6	1	5	.....	.....	.....	4	4	1	3	.....	.....	.....
North Central division	627	627	385	242	.....	.....	.....	359	356	157	199	3	2	1	1,107	1,107	869	238	.....	.....	.....
Ohio	122	122	71	51	.....	.....	.....	61	61	29	32	.....	.....	.....	190	190	143	47	.....	.....	.....
Indiana	41	41	29	12	.....	.....	.....	22	22	6	16	.....	.....	.....	111	111	77	34	.....	.....	.....
Illinois	141	141	120	21	.....	.....	.....	41	38	16	22	3	2	1	184	184	161	23	.....	.....	.....
Michigan	24	24	10	14	.....	.....	.....	9	9	2	7	.....	.....	.....	73	73	55	18	.....	.....	.....
Wisconsin	10	10	7	3	.....	.....	.....	30	30	18	12	.....	.....	.....	54	54	50	4	.....	.....	.....
Minnesota	18	16	9	7	.....	.....	.....	53	53	33	20	.....	.....	.....	21	21	21	.....	.....	.....	.....
Iowa	35	35	28	7	.....	.....	.....	34	34	19	15	.....	.....	.....	169	169	133	36	.....	.....	.....
Missouri	128	128	56	72	.....	.....	.....	32	32	11	21	.....	.....	.....	148	148	102	46	.....	.....	.....
North Dakota	5	5	2	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	1	.....	.....	.....	.....
South Dakota	32	32	16	16	.....	.....	.....	32	32	8	24	.....	.....	.....	2	2	2	.....	.....	.....	.....
Nebraska	21	21	11	10	.....	.....	.....	13	13	3	10	.....	.....	.....	45	45	39	6	.....	.....	.....
Kansas	52	52	26	26	.....	.....	.....	32	32	12	20	.....	.....	.....	109	109	85	24	.....	.....	.....
South Central division	333	316	156	160	17	8	9	144	140	55	85	4	2	2	175	154	85	69	21	12	9
Kentucky	97	95	46	49	2	2	.....	21	18	5	13	3	1	2	60	60	31	29	.....	.....	.....
Tennessee	129	121	70	51	8	3	5	72	72	36	36	.....	.....	.....	55	35	19	16	20	12	8
Alabama	20	18	2	16	2	2	.....	21	20	10	10	1	1	.....	2	2	2	.....	.....	.....	.....
Mississippi	25	25	11	14	.....	.....	.....	5	5	1	4	.....	.....	.....	4	3	1	2	1	.....	1
Louisiana	12	12	4	8	.....	.....	.....	6	6	1	5	.....	.....	.....	8	8	5	3	.....	.....	.....
Texas	28	24	14	10	4	.....	4	17	17	.....	17	.....	.....	.....	36	36	21	15	.....	.....	.....
Arkansas	20	19	8	11	1	1	.....	2	2	2	.....	.....	.....	.....	10	10	6	4	.....	.....	.....
Oklahoma	2	2	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Western division	203	203	51	152	.....	.....	.....	172	172	60	112	.....	.....	.....	233	233	149	84	.....	.....	.....
Montana	12	12	7	5	.....	.....	.....	3	3	1	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wyoming	.....	.....	.....	.....	.....	.....	.....	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	17	17	8	9	.....	.....	.....	24	24	8	16	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Mexico	62	62	9	53	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona	8	8	3	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	3	3	.....	.....	.....	.....
Utah	63	63	4	59	.....	.....	.....	21	21	1	20	.....	.....	.....	80	80	52	28	.....	.....	.....
Nevada	.....	.....	.....	.....	.....	.....	.....	8	8	.....	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	4	4	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13	13	6	7	.....	.....	.....
Washington	16	16	7	9	.....	.....	.....	36	36	12	24	.....	.....	.....	3	3	3	.....	.....	.....	.....
Oregon	5	5	3	2	.....	.....	.....	30	30	15	15	.....	.....	.....	28	28	18	10	.....	.....	.....
California	16	16	10	6	.....	.....	.....	49	49	22	27	.....	.....	.....	52	52	32	20	.....	.....	.....
Alaska	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	54	54	35	19	.....	.....	.....

TABLE 17.—SCHOOL ENROLLMENT, CENSUS OF 1890: DENOMINATIONAL SCHOOLS, INCLUDING PAROCHIAL SCHOOLS—Continued.

STUDENTS AND PUPILS.

STATES AND TERRITORIES.	ALL DENOMINATIONS.						
	Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.
The United States	a1,085,744	1,033,424	501,311	532,113	52,320	25,027	27,293
North Atlantic division	370,871	369,703	177,251	192,452	1,168	686	482
Maine	6,680	6,674	2,910	3,764	6	4	2
New Hampshire	9,021	9,020	4,742	4,278	1	1	.....
Vermont	5,671	5,671	2,698	2,973	.....	.....	.....
Massachusetts	47,330	47,303	19,468	27,835	27	25	2
Rhode Island	8,790	8,781	4,181	4,600	9	5	4
Connecticut	18,424	18,418	9,741	8,677	6	6	.....
New York	139,707	139,655	68,384	71,271	52	29	23
New Jersey	39,674	39,647	19,657	19,990	27	20	7
Pennsylvania	95,574	94,534	45,470	49,064	1,040	596	444
South Atlantic division	82,823	54,322	25,212	29,110	28,501	13,359	15,142
Delaware	2,220	2,220	1,078	1,142	.....	.....	.....
Maryland	19,426	18,162	8,852	9,310	1,264	615	649
District of Columbia	6,080	5,178	2,663	2,515	902	549	353
Virginia	10,297	6,637	2,710	3,927	3,660	1,608	2,052
West Virginia	2,880	2,845	1,314	1,531	35	10	25
North Carolina	14,550	8,341	3,968	4,373	6,209	2,827	3,382
South Carolina	10,504	2,956	1,529	1,427	7,548	3,963	3,585
Georgia	13,289	5,647	2,257	3,390	7,642	3,195	4,447
Florida	3,577	2,336	841	1,495	1,241	592	649
North Central division	476,759	475,537	237,940	237,597	1,222	660	562
Ohio	80,055	79,699	39,924	39,775	356	192	164
Indiana	34,347	34,307	17,378	16,929	40	22	18
Illinois	95,210	95,023	48,470	46,553	187	103	84
Michigan	44,388	44,372	21,800	22,572	16	13	3
Wisconsin	70,321	70,306	35,494	34,812	15	7	8
Minnesota	38,827	38,822	19,500	19,322	5	4	1
Iowa	32,749	32,743	15,999	16,744	6	5	1
Missouri	47,072	46,915	22,854	24,061	157	53	104
North Dakota	2,427	2,357	1,174	1,183	70	42	28
South Dakota	3,866	3,863	1,898	1,965	3	1	2
Nebraska	12,241	12,085	5,763	6,322	156	89	67
Kansas	15,256	15,045	7,686	7,359	211	129	82
South Central division	99,335	79,861	36,690	43,171	19,474	8,780	10,694
Kentucky	22,308	21,083	10,192	10,891	1,225	544	681
Tennessee	20,103	15,692	7,872	7,820	4,411	2,132	2,279
Alabama	8,573	4,722	1,888	2,834	3,851	1,703	2,148
Mississippi	6,641	4,580	1,716	2,864	2,061	953	1,108
Louisiana	19,266	15,015	6,835	8,180	4,251	1,942	2,309
Texas	15,900	13,982	5,958	8,024	1,918	664	1,254
Arkansas	6,416	4,659	2,164	2,495	1,757	842	915
Oklahoma	128	128	65	63	.....	.....	.....
Western division	55,956	54,001	24,218	29,783	1,955	1,542	413
Montana	1,022	1,021	379	642	1	1	.....
Wyoming	331	331	104	227	.....	.....	.....
Colorado	5,572	5,572	2,411	3,161	.....	.....	.....
New Mexico	5,531	5,493	2,729	2,764	38	28	10
Arizona	1,012	1,011	352	659	1	1	.....
Utah	10,920	10,920	5,627	5,293	.....	.....	.....
Nevada	456	456	97	359	.....	.....	.....
Idaho	1,091	1,091	462	629	.....	.....	.....
Washington	3,630	3,628	1,750	1,878	2	1	1
Oregon	4,147	4,146	1,843	2,303	1	1	.....
California	21,366	20,309	8,451	11,858	1,057	1,050	7
Alaska	878	23	13	10	b855	460	395

a Includes 1,042 Chinamen, all in California; 711 Indians; 18 Japanese.

b Native.

TABLE 17.—SCHOOL ENROLLMENT, CENSUS OF 1890: DENOMINATIONAL SCHOOLS, INCLUDING PAROCHIAL SCHOOLS—Continued.

STUDENTS AND PUPILS—Continued.

STATES AND TERRITORIES.	BAPTIST.							CATHOLIC.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The United States	29,869	24,848	13,484	11,364	5,021	2,252	2,769	701,966	695,248	323,215	372,033	6,718	2,753	3,965
North Atlantic division	6,206	6,193	3,880	2,313	13	13	.....	313,590	313,258	144,209	169,049	332	164	168
Maine	1,060	1,057	673	384	3	3	.....	4,202	4,199	1,322	2,877	3	1	2
New Hampshire	322	321	177	144	1	1	.....	7,653	7,653	3,789	3,864	.....	.....	.....
Vermont	477	477	244	233	.....	.....	.....	4,324	4,324	1,972	2,352	.....	.....	.....
Massachusetts	204	197	194	3	7	7	.....	43,866	43,866	16,968	26,898	.....	.....	.....
Rhode Island	285	285	285	.....	.....	.....	.....	7,940	7,937	3,631	4,306	3	1	2
Connecticut	127	126	70	56	1	1	.....	15,291	15,291	7,280	8,011	.....	.....	.....
New York	1,991	1,990	1,260	730	1	1	.....	119,053	119,005	57,145	61,860	48	28	20
New Jersey	380	380	240	140	.....	.....	.....	35,320	35,305	17,075	18,230	15	8	7
Pennsylvania	1,360	1,360	737	623	.....	.....	.....	75,941	75,678	35,027	40,651	263	126	137
South Atlantic division	8,691	6,148	3,226	2,922	2,543	1,035	1,508	32,395	30,211	13,873	16,338	2,184	923	1,261
Delaware	.....	.....	.....	.....	.....	.....	.....	1,805	1,805	839	966	.....	.....	.....
Maryland	.....	.....	.....	.....	.....	.....	.....	16,210	15,486	7,780	7,706	724	336	388
District of Columbia	773	610	577	33	163	105	58	4,552	4,240	1,899	2,341	312	112	200
Virginia	1,338	1,185	491	694	153	65	88	2,681	2,297	873	1,424	384	155	229
West Virginia	98	98	39	59	.....	.....	.....	2,140	2,140	930	1,210	.....	.....	.....
North Carolina	2,433	1,736	914	822	697	386	311	525	347	199	148	178	86	92
South Carolina	805	602	442	160	203	100	103	794	674	260	414	120	52	68
Georgia	2,880	1,671	685	986	1,209	325	884	1,758	1,597	545	1,052	161	58	103
Florida	364	246	78	168	118	54	64	1,930	1,625	548	1,077	305	124	181
North Central division	5,540	5,530	2,941	2,589	10	9	1	278,825	278,361	133,906	144,455	464	202	262
Ohio	512	508	278	230	4	4	.....	60,818	60,726	29,676	31,050	92	47	45
Indiana	372	369	177	192	3	3	.....	21,251	21,249	10,321	10,928	2	1	1
Illinois	996	995	586	409	1	1	.....	56,688	56,583	27,140	29,443	105	56	49
Michigan	676	676	414	262	.....	.....	.....	27,658	27,656	13,208	14,448	2	1	1
Wisconsin	498	498	256	242	.....	.....	.....	39,539	39,532	19,568	19,964	7	1	6
Minnesota	171	171	62	109	.....	.....	.....	16,261	16,257	7,681	8,576	4	3	1
Iowa	421	421	258	163	.....	.....	.....	15,808	15,806	7,023	8,783	2	1	1
Missouri	1,344	1,344	611	733	.....	.....	.....	28,385	28,233	13,533	14,700	152	50	102
North Dakota	.....	.....	.....	.....	.....	.....	.....	345	345	120	225	.....	.....	.....
South Dakota	95	95	60	35	.....	.....	.....	870	868	375	493	2	.....	2
Nebraska	.....	.....	.....	.....	.....	.....	.....	4,427	4,426	1,984	2,442	1	1	.....
Kansas	455	453	239	214	2	1	1	6,775	6,680	3,277	3,403	95	41	54
South Central division	8,967	6,613	3,203	3,310	2,454	1,194	1,260	47,312	43,589	19,488	24,101	3,723	1,454	2,269
Kentucky	1,668	1,500	915	585	168	89	79	15,431	14,981	7,042	7,939	450	212	238
Tennessee	1,606	1,353	706	647	253	145	108	3,167	2,917	1,316	1,601	250	100	150
Alabama	1,581	717	248	469	864	381	483	1,873	1,753	846	907	120	57	63
Mississippi	1,272	1,011	329	682	261	114	147	2,358	2,090	927	1,163	268	110	158
Louisiana	861	476	254	222	385	224	161	14,303	12,655	5,629	7,026	1,648	638	1,010
Texas	1,399	991	501	490	408	176	232	7,976	7,373	2,940	4,433	603	193	410
Arkansas	580	465	250	215	115	65	50	2,204	1,820	788	1,032	384	144	240
Oklahoma	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Western division	465	464	234	230	1	1	.....	29,844	29,829	11,739	18,090	15	10	5
Montana	.....	.....	.....	.....	.....	.....	.....	858	858	315	543	.....	.....	.....
Wyoming	.....	.....	.....	.....	.....	.....	.....	325	325	103	222	.....	.....	.....
Colorado	.....	.....	.....	.....	.....	.....	.....	3,770	3,770	1,551	2,219	.....	.....	.....
New Mexico	.....	.....	.....	.....	.....	.....	.....	2,039	2,032	926	1,106	7	7	.....
Arizona	.....	.....	.....	.....	.....	.....	.....	753	752	253	499	1	1	.....
Utah	.....	.....	.....	.....	.....	.....	.....	817	817	334	483	.....	.....	.....
Nevada	.....	.....	.....	.....	.....	.....	.....	378	378	95	283	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	202	202	35	167	.....	.....	.....
Washington	155	155	79	76	.....	.....	.....	1,572	1,570	582	988	2	1	1
Oregon	87	86	44	42	1	1	.....	2,066	2,066	714	1,352	.....	.....	.....
California	223	223	111	112	.....	.....	.....	17,064	17,059	6,831	10,228	5	1	4
Alaska	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE 17.—SCHOOL ENROLLMENT, CENSUS OF 1890: DENOMINATIONAL SCHOOLS, INCLUDING PAROCHIAL SCHOOLS—Continued.

STUDENTS AND PUPILS—Continued.

STATES AND TERRITORIES.	CONGREGATIONAL.							LUTHERAN.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The United States	27,453	15,171	9,421	5,750	12,282	6,081	6,201	151,651	150,989	78,310	72,679	662	322	340
North Atlantic division	3,103	3,086	2,910	176	17	15	2	15,086	15,086	8,133	6,953	.....	.....	.....
Maine	299	299	299	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire	394	394	323	71	.....	.....	.....	40	40	24	16	.....	.....	.....
Vermont	54	54	46	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Massachusetts	786	780	726	54	6	6	.....	93	93	40	53	.....	.....	.....
Rhode Island	20	14	7	7	6	4	2	30	30	15	15	.....	.....	.....
Connecticut	1,550	1,545	1,509	36	5	5	.....	553	553	277	276	.....	.....	.....
New York	.....	.....	.....	.....	.....	.....	.....	8,620	8,620	4,538	4,082	.....	.....	.....
New Jersey	.....	.....	.....	.....	.....	.....	.....	802	802	451	351	.....	.....	.....
Pennsylvania	.....	.....	.....	.....	.....	.....	.....	4,948	4,948	2,788	2,160	.....	.....	.....
South Atlantic division	5,529	406	180	226	5,123	2,280	2,843	3,208	3,105	1,432	1,673	103	38	65
Delaware	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maryland	.....	.....	.....	.....	.....	.....	.....	983	983	381	602	.....	.....	.....
District of Columbia	365	36	33	3	329	282	47	53	53	27	26	.....	.....	.....
Virginia	.....	.....	.....	.....	.....	.....	.....	563	563	282	281	.....	.....	.....
West Virginia	.....	.....	.....	.....	.....	.....	.....	130	130	56	74	.....	.....	.....
North Carolina	1,268	260	91	169	1,008	390	618	1,058	955	491	464	103	38	65
South Carolina	649	.....	.....	.....	649	315	334	383	383	175	208	.....	.....	.....
Georgia	3,062	10	6	4	3,052	1,249	1,803	.....	.....	.....	.....	.....	.....	.....
Florida	185	100	50	50	85	44	41	38	38	20	18	.....	.....	.....
North Central division	6,644	6,324	3,574	2,750	320	185	135	129,106	129,095	66,830	62,265	11	8	3
Ohio	1,887	1,811	949	862	76	37	39	8,637	8,636	4,567	4,069	1	1	.....
Indiana	.....	.....	.....	.....	.....	.....	.....	7,993	7,993	4,096	3,897	.....	.....	.....
Illinois	565	553	459	94	12	7	5	25,230	25,230	13,193	12,037	.....	.....	.....
Michigan	330	327	161	166	3	3	.....	11,704	11,703	5,967	5,736	1	1	.....
Wisconsin	550	547	425	122	3	3	.....	26,828	26,824	13,610	13,214	4	3	1
Minnesota	390	390	178	212	.....	.....	.....	20,040	20,040	10,479	9,561	.....	.....	.....
Iowa	792	790	438	352	2	2	.....	9,101	9,101	4,689	4,412	.....	.....	.....
Missouri	449	449	261	188	.....	.....	.....	7,312	7,307	3,832	3,475	5	3	2
North Dakota	185	115	32	83	70	42	28	1,835	1,835	993	842	.....	.....	.....
South Dakota	287	286	122	164	1	1	.....	1,729	1,729	921	808	.....	.....	.....
Nebraska	811	660	303	357	151	88	63	5,318	5,318	2,719	2,599	.....	.....	.....
Kansas	398	396	246	150	2	2	.....	3,379	3,379	1,764	1,615	.....	.....	.....
South Central division	7,035	1,268	605	663	5,767	2,549	3,218	3,556	3,008	1,553	1,455	548	276	272
Kentucky	665	325	155	170	340	109	231	188	188	91	97	.....	.....	.....
Tennessee	2,210	865	415	450	1,345	557	788	214	214	114	100	.....	.....	.....
Alabama	2,501	74	35	39	2,427	1,049	1,378	124	124	61	63	.....	.....	.....
Mississippi	868	.....	.....	.....	868	463	405	123	123	60	63	.....	.....	.....
Louisiana	554	4	.....	4	550	280	270	1,208	746	403	343	462	239	223
Texas	220	.....	.....	.....	220	85	135	1,265	1,265	650	615	.....	.....	.....
Arkansas	17	.....	.....	.....	17	6	11	434	348	174	174	86	37	49
Oklahoma	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Western division	5,142	4,087	2,152	1,935	1,055	1,052	3	695	695	362	333	.....	.....	.....
Montana	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	212	212	126	86	.....	.....	.....	101	101	50	51	.....	.....	.....
New Mexico	1,032	1,027	570	457	5	5	.....	24	24	17	7	.....	.....	.....
Arizona	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah	2,169	2,169	1,073	1,096	.....	.....	.....	43	43	23	20	.....	.....	.....
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	268	268	134	134	.....	.....	.....	120	120	69	51	.....	.....	.....
Oregon	142	142	75	67	.....	.....	.....	66	66	28	38	.....	.....	.....
California	1,319	269	174	95	a1,050	1,047	3	341	341	175	166	.....	.....	.....
Alaska	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

a Mostly Chinese.

TABLE 17.—SCHOOL ENROLLMENT, CENSUS OF 1890: DENOMINATIONAL SCHOOLS, INCLUDING PAROCHIAL SCHOOLS—Continued.

STUDENTS AND PUPILS—Continued.

STATES AND TERRITORIES.	METHODIST.							PRESBYTERIAN.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The United States	58,546	49,103	24,744	24,359	9,443	4,859	4,584	37,965	26,358	14,265	12,093	11,607	5,595	6,012
North Atlantic division	8,336	8,316	4,491	3,825	20	17	3	3,770	3,563	2,368	1,195	207	207	.....
Maine	861	861	489	372	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire	224	224	108	116	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Vermont	539	539	280	259	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Massachusetts	1,459	1,446	876	570	13	11	2	76	76	33	43	.....	.....	.....
Rhode Island	289	289	140	149	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut	233	233	212	21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New York	2,312	2,311	1,122	1,189	1	.....	1	848	848	616	232	.....	.....	.....
New Jersey	747	743	421	322	4	4	.....	829	827	552	275	2	2	.....
Pennsylvania	1,672	1,670	843	827	2	2	.....	2,017	1,812	1,167	645	205	205	.....
South Atlantic division	11,311	6,596	2,799	3,797	4,715	2,534	2,181	12,713	3,182	1,235	1,947	9,531	4,526	5,005
Delaware	137	137	77	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maryland	738	525	144	381	213	127	86	247	149	78	71	98	49	49
District of Columbia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Virginia	1,117	1,117	452	665	.....	.....	.....	2,385	681	283	398	1,704	749	955
West Virginia	202	202	90	112	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Carolina	2,430	1,849	764	1,085	581	227	354	4,127	1,589	550	1,039	2,538	1,193	1,345
South Carolina	1,843	396	256	140	1,447	975	472	5,138	763	324	439	4,375	2,145	2,230
Georgia	4,191	2,248	955	1,293	1,943	933	1,010	679	.....	.....	.....	679	324	355
Florida	653	122	61	61	531	272	259	137	.....	.....	.....	137	66	71
North Central division	15,052	14,858	8,803	6,055	194	107	87	9,000	8,890	5,076	3,814	110	83	27
Ohio	2,940	2,762	1,621	1,141	178	98	80	1,443	1,443	808	635	.....	.....	.....
Indiana	1,271	1,265	911	354	6	3	3	524	524	383	141	.....	.....	.....
Illinois	3,554	3,553	2,270	1,283	1	1	.....	1,992	1,991	1,602	389	1	1	.....
Michigan	845	841	461	380	4	4	.....	288	288	90	198	.....	.....	.....
Wisconsin	536	535	279	256	1	.....	1	255	255	142	113	.....	.....	.....
Minnesota	448	448	266	182	.....	.....	.....	139	139	92	47	.....	.....	.....
Iowa	2,265	2,265	1,358	907	.....	.....	.....	689	689	364	325	.....	.....	.....
Missouri	1,936	1,936	922	1,014	.....	.....	.....	2,018	2,018	880	1,138	.....	.....	.....
North Dakota	.....	.....	.....	.....	.....	.....	.....	39	39	17	22	.....	.....	.....
South Dakota	182	182	91	91	.....	.....	.....	331	331	174	157	.....	.....	.....
Nebraska	291	288	149	139	3	.....	3	395	395	176	219	.....	.....	.....
Kansas	784	783	475	308	1	1	.....	887	778	348	430	109	82	27
South Central division	18,421	13,933	5,866	8,067	4,488	2,185	2,303	7,577	5,819	3,184	2,635	1,758	778	980
Kentucky	1,175	1,175	466	709	.....	.....	.....	1,521	1,424	748	676	97	53	44
Tennessee	6,838	5,358	2,467	2,891	1,480	804	676	3,688	2,835	1,732	1,103	853	413	440
Alabama	1,852	1,526	559	967	326	152	174	267	238	.....	238	29	29	.....
Mississippi	1,550	948	222	726	602	230	372	358	358	173	185	.....	.....	.....
Louisiana	1,710	560	298	262	1,150	533	617	245	189	44	145	56	28	28
Texas	3,087	2,611	1,073	1,538	476	210	266	609	398	273	125	211	.....	211
Arkansas	2,149	1,695	754	941	454	256	198	821	309	176	133	512	255	257
Oklahoma	60	60	27	33	.....	.....	.....	68	68	38	30	.....	.....	.....
Western division	5,426	5,400	2,785	2,615	26	16	10	4,905	4,904	2,492	2,502	1	1	.....
Montana	.....	.....	.....	.....	.....	.....	.....	130	129	50	79	1	1	.....
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	951	951	511	440	.....	.....	.....	234	234	110	124	.....	.....	.....
New Mexico	762	736	353	383	26	16	10	1,674	1,674	863	811	.....	.....	.....
Arizona	67	67	.....	67	.....	.....	.....	79	79	40	39	.....	.....	.....
Utah	1,033	1,033	548	485	.....	.....	.....	2,016	2,016	988	1,028	.....	.....	.....
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	193	193	94	99	.....	.....	.....
Washington	703	703	386	317	.....	.....	.....	306	306	120	186	.....	.....	.....
Oregon	548	548	333	215	.....	.....	.....	121	121	57	64	.....	.....	.....
California	1,362	1,362	654	708	.....	.....	.....	152	152	80	72	.....	.....	.....
Alaska	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE 17.—SCHOOL ENROLLMENT, CENSUS OF 1890: DENOMINATIONAL SCHOOLS, INCLUDING PAROCHIAL SCHOOLS—Continued.

STUDENTS AND PUPILS—Continued.

STATES AND TERRITORIES.	PROTESTANT EPISCOPAL.							ALL OTHERS. (a)						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The United States	21,650	17,219	8,336	8,883	4,431	2,085	2,346	56,644	54,488	29,536	24,952	2,156	1,080	1,076
North Atlantic division	7,513	7,506	4,201	3,305	7	4	3	13,267	12,695	7,059	5,636	572	266	306
Maine	.....	.....	.....	.....	.....	.....	.....	258	258	127	131	.....	.....	.....
New Hampshire	335	335	298	37	.....	.....	.....	53	53	23	30	.....	.....	.....
Vermont	76	76	42	34	.....	.....	.....	201	201	114	87	.....	.....	.....
Massachusetts	266	266	256	10	.....	.....	.....	580	579	375	204	1	1	.....
Rhode Island	.....	.....	.....	.....	.....	.....	.....	226	226	103	123	.....	.....	.....
Connecticut	670	670	393	277	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New York	3,736	3,734	1,886	1,848	2	.....	2	3,147	3,147	1,817	1,330	.....	.....	.....
New Jersey	424	422	141	281	2	2	.....	1,172	1,168	777	391	4	4	.....
Pennsylvania	2,006	2,003	1,185	818	3	2	1	7,630	7,063	3,723	3,340	567	261	306
South Atlantic division	6,302	2,199	870	1,329	4,103	1,929	2,174	2,674	2,475	1,597	878	199	94	105
Delaware	8	8	4	4	.....	.....	.....	270	270	158	112	.....	.....	.....
Maryland	806	571	238	333	229	103	126	448	448	231	217	.....	.....	.....
District of Columbia	179	81	25	56	98	50	48	158	158	102	56	.....	.....	.....
Virginia	1,963	544	177	367	1,419	639	780	250	250	152	98	.....	.....	.....
West Virginia	35	.....	.....	.....	35	10	25	275	275	199	76	.....	.....	.....
North Carolina	1,751	736	299	437	1,015	460	555	958	869	660	209	89	47	42
South Carolina	712	68	32	36	644	329	315	180	70	40	30	110	47	63
Georgia	719	121	66	55	598	306	292	.....	.....	.....	.....	.....	.....	.....
Florida	135	70	29	41	65	32	33	135	135	55	80	.....	.....	.....
North Central division	3,419	3,353	1,423	1,930	66	36	30	29,173	29,126	15,387	13,739	47	30	17
Ohio	520	520	190	330	.....	.....	.....	3,298	3,293	1,835	1,458	5	5	.....
Indiana	162	162	53	109	.....	.....	.....	2,774	2,745	1,437	1,308	29	15	14
Illinois	432	367	100	267	65	35	30	5,753	5,751	3,120	2,631	2	2	.....
Michigan	90	90	50	40	.....	.....	.....	2,797	2,791	1,449	1,342	6	4	2
Wisconsin	329	329	244	85	.....	.....	.....	1,786	1,786	970	816	.....	.....	.....
Minnesota	485	484	312	172	1	1	.....	893	893	430	463	.....	.....	.....
Iowa	324	324	173	151	.....	.....	.....	3,349	3,347	1,696	1,651	2	2	.....
Missouri	262	262	103	159	.....	.....	.....	5,366	5,366	2,712	2,654	.....	.....	.....
North Dakota	.....	.....	.....	.....	.....	.....	.....	23	23	12	11	.....	.....	.....
South Dakota	311	311	121	190	.....	.....	.....	61	61	34	27	.....	.....	.....
Nebraska	116	116	.....	116	.....	.....	.....	883	882	432	450	1	.....	1
Kansas	388	388	77	311	.....	.....	.....	2,190	2,188	1,260	928	2	2	.....
South Central division	2,325	2,070	855	1,215	255	116	139	4,142	3,661	1,936	1,725	481	228	253
Kentucky	416	246	90	156	170	81	89	1,244	1,244	685	559	.....	.....	.....
Tennessee	1,233	1,233	622	611	.....	.....	.....	1,147	917	500	417	230	113	117
Alabama	322	237	86	151	85	35	50	53	53	53	.....	.....	.....	.....
Mississippi	50	50	5	45	.....	.....	.....	62	.....	.....	.....	62	36	26
Louisiana	92	92	22	70	.....	.....	.....	293	293	185	108	.....	.....	.....
Texas	190	190	8	182	.....	.....	.....	1,154	1,154	513	641	.....	.....	.....
Arkansas	22	22	22	.....	.....	.....	.....	189	.....	.....	.....	189	79	110
Oklahoma	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Western division	2,091	2,091	987	1,104	.....	.....	.....	7,388	6,531	3,557	2,974	857	462	395
Montana	34	34	14	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wyoming	6	6	1	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	304	304	63	241	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Mexico	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona	.....	.....	.....	.....	.....	.....	.....	113	113	59	54	.....	.....	.....
Utah	559	559	250	309	.....	.....	.....	4,283	4,283	2,411	1,872	.....	.....	.....
Nevada	78	78	2	76	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	696	696	333	363	.....	.....	.....
Washington	420	420	334	86	.....	.....	.....	86	86	46	40	.....	.....	.....
Oregon	375	375	211	164	.....	.....	.....	742	742	381	361	.....	.....	.....
California	315	315	112	203	.....	.....	.....	590	588	314	274	2	2	.....
Alaska	.....	.....	.....	.....	.....	.....	.....	878	23	13	10	b855	460	395

a Columns "All others" analyzed on pages 41-43.

b Native.

TABLE 18.—ENROLLMENT IN PAROCHIAL SCHOOLS, CENSUS OF 1890, AS DERIVED FROM THE REPORTS OF SCHOOLS, BY DENOMINATIONS AND STATES AND TERRITORIES.

TEACHERS.

STATES AND TERRITORIES.	TEACHERS IN ALL PAROCHIAL SCHOOLS.							CATHOLIC.							GERMAN EVANGELICAL.		
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.			White.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
The United States	16,150	16,025	4,442	11,583	125	32	93	12,303	12,261	1,354	10,907	42	1	41	386	347	39
North Atlantic division	5,645	5,645	762	4,883	.....	.....	.....	5,176	5,176	496	4,680	.....	.....	.....	33	25	8
Maine	87	87	10	77	.....	.....	.....	87	87	10	77	.....	.....	.....	.....	.....	.....
New Hampshire	131	131	12	119	.....	.....	.....	130	130	11	119	.....	.....	.....	.....	.....	.....
Vermont	89	89	1	88	.....	.....	.....	89	89	1	88	.....	.....	.....	.....	.....	.....
Massachusetts	694	694	39	655	.....	.....	.....	691	691	36	655	.....	.....	.....	.....	.....	.....
Rhode Island	119	119	4	115	.....	.....	.....	118	118	4	114	.....	.....	.....	.....	.....	.....
Connecticut	306	306	14	292	.....	.....	.....	292	292	6	286	.....	.....	.....	.....	.....	.....
New York	2,180	2,180	420	1,760	.....	.....	.....	1,934	1,934	278	1,656	.....	.....	.....	19	13	6
New Jersey	622	622	59	563	.....	.....	.....	577	577	40	537	.....	.....	.....	.....	.....	.....
Pennsylvania	1,417	1,417	203	1,214	.....	.....	.....	1,258	1,258	110	1,148	.....	.....	.....	14	12	2
South Atlantic division	776	683	127	556	93	26	67	608	589	85	504	19	1	18	.....	.....	.....
Delaware	36	36	3	33	.....	.....	.....	36	36	3	33	.....	.....	.....	.....	.....	.....
Maryland	334	319	74	245	15	1	14	290	284	56	228	6	.....	6	.....	.....	.....
District of Columbia	86	84	4	80	2	.....	2	79	79	3	76	.....	.....	.....	.....	.....	.....
Virginia	105	82	20	62	23	4	19	69	69	13	56	.....	.....	.....	.....	.....	.....
West Virginia	40	39	7	32	1	.....	1	35	35	4	31	.....	.....	.....	.....	.....	.....
North Carolina	54	36	8	28	18	8	10	14	13	1	12	1	.....	1	.....	.....	.....
South Carolina	36	24	3	21	12	6	6	21	19	.....	19	2	.....	2	.....	.....	.....
Georgia	39	25	6	19	14	6	8	24	20	5	15	4	1	3	.....	.....	.....
Florida	46	38	2	36	8	1	7	40	34	.....	34	6	.....	6	.....	.....	.....
North Central division	8,131	8,125	3,285	4,840	6	2	4	5,083	5,080	617	4,463	3	.....	3	340	312	28
Ohio	1,151	1,151	284	867	.....	.....	.....	996	996	142	854	.....	.....	.....	16	13	3
Indiana	578	578	213	365	.....	.....	.....	409	409	61	348	.....	.....	.....	18	17	1
Illinois	1,614	1,610	649	961	4	2	2	1,037	1,036	135	901	1	.....	1	111	108	3
Michigan	765	765	266	499	.....	.....	.....	504	504	37	467	.....	.....	.....	13	10	3
Wisconsin	1,220	1,220	509	711	.....	.....	.....	699	699	67	632	.....	.....	.....	29	27	2
Minnesota	736	736	424	312	.....	.....	.....	278	278	28	250	.....	.....	.....	16	16	.....
Iowa	619	619	252	367	.....	.....	.....	357	357	24	333	.....	.....	.....	28	27	1
Missouri	770	770	296	474	.....	.....	.....	536	536	85	451	.....	.....	.....	88	74	14
North Dakota	64	64	51	13	.....	.....	.....	7	7	.....	7	.....	.....	.....	1	1	.....
South Dakota	81	81	56	25	.....	.....	.....	19	19	2	17	.....	.....	.....	.....	.....	.....
Nebraska	280	280	173	107	.....	.....	.....	101	101	16	85	.....	.....	.....	11	10	1
Kansas	253	251	112	139	2	.....	2	140	138	20	118	2	.....	2	9	9	.....
South Central division	1,143	1,117	208	909	26	4	22	1,029	1,009	122	887	20	.....	20	13	10	3
Kentucky	269	265	42	223	4	1	3	258	257	37	220	1	.....	1	1	.....	1
Tennessee	72	72	13	59	.....	.....	.....	66	66	8	58	.....	.....	.....	.....	.....	.....
Alabama	81	78	24	54	3	1	2	63	61	12	49	2	.....	2	.....	.....	.....
Mississippi	85	84	15	69	1	.....	1	79	78	13	65	1	.....	1	.....	.....	.....
Louisiana	354	343	57	286	11	1	10	328	318	36	282	10	.....	10	6	5	1
Texas	203	200	42	158	3	.....	3	168	165	16	155	3	.....	3	6	5	1
Arkansas	79	75	15	60	4	1	3	67	64	6	58	3	.....	3	.....	.....	.....
Western division	455	455	60	395	.....	.....	.....	407	407	34	373	.....	.....	.....	.....	.....	.....
Montana	10	10	1	9	.....	.....	.....	7	7	.....	7	.....	.....	.....	.....	.....	.....
Wyoming	5	5	.....	5	.....	.....	.....	5	5	.....	5	.....	.....	.....	.....	.....	.....
Colorado	57	57	8	49	.....	.....	.....	52	52	3	49	.....	.....	.....	.....	.....	.....
New Mexico	13	13	2	11	.....	.....	.....	13	13	2	11	.....	.....	.....	.....	.....	.....
Arizona	11	11	1	10	.....	.....	.....	11	11	1	16	.....	.....	.....	.....	.....	.....
Utah	19	19	1	18	.....	.....	.....	12	12	.....	12	.....	.....	.....	.....	.....	.....
Nevada	5	5	.....	5	.....	.....	.....	5	5	.....	5	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	35	35	6	29	.....	.....	.....	19	19	.....	19	.....	.....	.....	.....	.....	.....
Oregon	27	27	6	21	.....	.....	.....	21	21	1	20	.....	.....	.....	.....	.....	.....
California	273	273	35	238	.....	.....	.....	262	262	27	235	.....	.....	.....	.....	.....	.....

TABLE 18.—ENROLLMENT IN PAROCHIAL SCHOOLS, CENSUS OF 1890—Continued.

TEACHERS—Continued.

STATES AND TERRITORIES.	EVANGELICAL LUTHERAN.							PROTESTANT EPISCOPAL.							ALL OTHERS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The United States	2,991	2,986	2,553	433	5	3	2	275	206	46	160	69	22	47	195	186	142	44	9	6	3
North Atlantic division	288	288	191	97	.....	.....	.....	78	78	9	69	.....	.....	.....	70	70	41	29	.....	.....	.....
Maine	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Vermont	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Massachusetts	2	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	1	.....	.....	.....	.....
Rhode Island	1	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut	12	12	8	4	.....	.....	.....	2	2	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New York	170	170	111	59	.....	.....	.....	47	47	9	38	.....	.....	.....	10	10	9	1	.....	.....	.....
New Jersey	17	17	13	4	.....	.....	.....	9	9	.....	9	.....	.....	.....	19	19	6	13	.....	.....	.....
Pennsylvania	85	85	56	29	.....	.....	.....	20	20	.....	20	.....	.....	.....	40	40	25	15	.....	.....	.....
South Atlantic division	35	32	25	7	3	1	2	120	58	14	44	62	18	44	13	4	3	1	9	6	3
Delaware	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maryland	18	18	14	4	.....	.....	.....	26	17	4	13	9	1	8	.....	.....	.....	.....	.....	.....	.....
Dist. of Columbia	1	1	1	.....	.....	.....	.....	6	4	.....	4	2	.....	2	.....	.....	.....	.....	.....	.....	.....
Virginia	5	5	5	.....	.....	.....	.....	31	8	2	6	23	4	19	.....	.....	.....	.....	.....	.....	.....
West Virginia	4	4	3	1	.....	.....	.....	1	.....	.....	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....
North Carolina	5	2	1	1	3	1	2	33	19	5	14	14	7	7	2	2	1	1	.....	.....	.....
South Carolina	.....	.....	.....	.....	.....	.....	.....	9	3	1	2	6	3	3	6	2	2	.....	4	3	1
Georgia	.....	.....	.....	.....	.....	.....	.....	12	5	1	4	7	3	4	3	.....	.....	.....	3	2	1
Florida	2	2	1	1	.....	.....	.....	2	2	1	1	.....	.....	.....	2	.....	.....	.....	2	1	1
North Central division	2,574	2,574	2,256	318	.....	.....	.....	28	25	7	18	3	2	1	106	106	93	13	.....	.....	.....
Ohio	139	139	129	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indiana	139	139	128	11	.....	.....	.....	5	5	1	4	.....	.....	.....	7	7	6	1	.....	.....	.....
Illinois	446	446	395	51	.....	.....	.....	8	5	1	4	3	2	1	12	12	10	2	.....	.....	.....
Michigan	226	226	201	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	22	22	18	4	.....	.....	.....
Wisconsin	468	468	399	69	.....	.....	.....	8	8	2	6	.....	.....	.....	16	16	14	2	.....	.....	.....
Minnesota	434	434	374	60	.....	.....	.....	3	3	1	2	.....	.....	.....	5	5	5	.....	.....	.....	.....
Iowa	222	222	190	32	.....	.....	.....	2	2	1	1	.....	.....	.....	10	10	10	.....	.....	.....	.....
Missouri	143	143	134	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	3	3	.....	.....	.....	.....
North Dakota	56	56	50	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Dakota	58	58	51	7	.....	.....	.....	2	2	1	1	.....	.....	.....	2	2	2	.....	.....	.....	.....
Nebraska	155	155	135	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13	13	12	1	.....	.....	.....
Kansas	88	88	70	18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	16	16	13	3	.....	.....	.....
South Central division	69	67	61	6	2	2	.....	28	24	12	12	4	2	2	4	4	3	1	.....	.....	.....
Kentucky	5	5	5	.....	.....	.....	.....	5	2	.....	2	3	1	2	.....	.....	.....	.....	.....	.....	.....
Tennessee	3	3	3	.....	.....	.....	.....	2	2	1	1	.....	.....	.....	1	1	1	.....	.....	.....	.....
Alabama	4	4	4	.....	.....	.....	.....	14	13	8	5	1	1	.....	.....	.....	.....	.....	.....	.....	.....
Mississippi	1	1	1	.....	.....	.....	.....	5	5	1	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Louisiana	17	16	14	2	1	1	.....	.....	.....	.....	.....	.....	.....	.....	3	3	2	1	.....	.....	.....
Texas	29	29	27	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arkansas	10	9	7	2	1	1	.....	2	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Western division	25	25	20	5	.....	.....	.....	21	21	4	17	.....	.....	.....	2	2	2	.....	.....	.....	.....
Montana	.....	.....	.....	.....	.....	.....	.....	3	3	1	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	5	5	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Mexico	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah	2	2	1	1	.....	.....	.....	5	5	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	3	3	3	.....	.....	.....	.....	13	13	3	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oregon	4	4	3	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	2	2	.....	.....	.....	.....
California	11	11	8	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE 18.—ENROLLMENT IN PAROCHIAL SCHOOLS, CENSUS OF 1890—Continued.

PUPILS.

STATES AND TERRITORIES.	ALL DENOMINATIONS.							CATHOLIC.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The United States...	799,602	788,609	379,327	409,282	10,993	4,903	6,090	626,496	620,174	293,991	326,183	6,322	2,683	3,639
North Atlantic division ...	311,684	311,348	144,862	166,486	336	165	171	291,866	291,535	134,701	156,834	331	163	168
Maine	4,015	4,012	1,262	2,750	3	1	2	4,015	4,012	1,262	2,750	3	1	2
New Hampshire	7,272	7,272	3,679	3,593	.....	.....	.....	7,232	7,232	3,655	3,577	.....	.....	.....
Vermont.....	3,759	3,759	1,902	1,857	.....	.....	.....	3,759	3,759	1,902	1,857	.....	.....	.....
Massachusetts.....	42,572	42,572	16,249	26,323	.....	.....	.....	42,403	42,403	16,176	26,227	.....	.....	.....
Rhode Island	7,200	7,197	3,344	3,853	3	1	2	7,170	7,167	3,329	3,838	3	1	2
Connecticut	15,419	15,419	7,538	7,881	.....	.....	.....	14,808	14,808	7,235	7,573	.....	.....	.....
New York	119,242	119,193	57,207	61,986	49	27	22	108,152	108,105	51,413	56,692	47	27	20
New Jersey	34,577	34,560	17,162	17,398	17	10	7	32,926	32,911	16,277	16,634	15	8	7
Pennsylvania.....	77,628	77,364	36,519	40,845	264	126	138	71,401	71,138	33,452	37,686	263	126	137
South Atlantic division ...	30,869	25,014	11,987	13,027	5,855	2,688	3,167	24,851	22,783	10,884	11,899	2,068	904	1,164
Delaware	1,711	1,711	839	872	.....	.....	.....	1,711	1,711	839	872	.....	.....	.....
Maryland.....	14,823	13,926	6,863	7,063	897	433	464	13,484	12,816	6,330	6,486	668	330	338
District of Columbia...	3,282	2,872	1,104	1,768	410	162	248	3,050	2,738	1,052	1,686	312	112	200
Virginia	3,297	1,829	959	870	1,468	676	792	2,052	1,668	873	795	384	155	229
West Virginia.....	1,750	1,715	879	836	35	10	25	1,585	1,585	823	762	.....	.....	.....
North Carolina	1,808	642	373	269	1,166	503	663	308	130	94	36	178	86	92
South Carolina	1,405	628	332	296	777	372	405	610	490	260	230	120	52	68
Georgia.....	1,237	590	275	315	647	336	311	683	582	270	312	101	45	56
Florida	1,556	1,101	363	738	455	196	259	1,368	1,063	343	720	305	124	181
North Central division.....	398,585	398,047	197,258	200,789	538	244	294	256,770	256,308	125,549	130,759	462	202	260
Ohio	65,698	65,606	32,480	33,126	92	47	45	56,966	56,874	28,018	28,856	92	47	45
Indiana.....	27,228	27,226	13,686	13,540	2	1	1	18,326	18,324	9,258	9,066	2	1	1
Illinois	82,251	82,082	41,001	41,081	169	90	79	52,821	52,716	26,006	26,710	105	56	49
Michigan	40,276	40,273	19,661	20,612	3	2	1	26,799	26,797	12,835	13,962	2	1	1
Wisconsin.....	66,065	66,054	32,941	33,113	11	4	7	37,854	37,847	18,757	19,090	7	1	6
Minnesota.....	34,400	34,396	16,933	17,463	4	3	1	15,090	15,086	7,336	7,750	4	3	1
Iowa.....	23,728	23,726	11,523	12,203	2	1	1	13,720	13,718	6,472	7,246	2	1	1
Missouri.....	35,670	35,513	17,674	17,839	157	53	104	24,692	24,540	12,044	12,496	152	50	102
North Dakota	1,993	1,993	1,015	978	.....	.....	.....	245	245	100	145	.....	.....	.....
South Dakota.....	2,316	2,316	1,185	1,131	.....	.....	.....	641	641	288	353	.....	.....	.....
Nebraska.....	9,506	9,504	4,582	4,922	2	1	1	3,777	3,776	1,715	2,061	1	1	.....
Kansas	9,454	9,358	4,577	4,781	96	42	54	5,839	5,744	2,720	3,024	95	41	54
South Central division.....	41,115	36,853	17,954	18,899	4,262	1,806	2,456	36,638	33,179	16,072	17,107	3,459	1,414	2,045
Kentucky	13,370	12,750	6,440	6,310	620	293	327	12,889	12,439	6,279	6,160	450	212	238
Tennessee	2,476	2,226	1,107	1,119	250	100	150	2,357	2,107	1,047	1,060	250	100	150
Alabama	2,051	1,846	833	1,013	205	92	113	1,648	1,528	703	825	120	57	63
Mississippi.....	2,197	1,929	852	1,077	268	110	158	2,099	1,831	824	1,007	268	110	158
Louisiana.....	12,156	10,310	4,969	5,341	1,846	837	1,009	10,662	9,278	4,390	4,888	1,384	598	786
Texas	6,545	5,942	2,804	3,138	603	193	410	5,119	4,516	2,076	2,440	603	193	410
Arkansas.....	2,320	1,850	949	901	470	181	289	1,864	1,480	753	727	384	144	240
Western division	17,349	17,347	7,266	10,081	2	.....	2	16,371	16,369	6,785	9,584	2	.....	2
Montana.....	384	384	186	198	.....	.....	.....	350	350	172	178	.....	.....	.....
Wyoming.....	191	191	73	118	.....	.....	.....	191	191	73	118	.....	.....	.....
Colorado.....	2,811	2,811	1,353	1,458	.....	.....	.....	2,710	2,710	1,303	1,407	.....	.....	.....
New Mexico	601	601	294	307	.....	.....	.....	601	601	294	307	.....	.....	.....
Arizona	518	518	233	285	.....	.....	.....	518	518	233	285	.....	.....	.....
Utah	526	526	240	286	.....	.....	.....	383	383	160	223	.....	.....	.....
Nevada.....	325	325	95	230	.....	.....	.....	325	325	95	230	.....	.....	.....
Idaho.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	914	914	361	553	.....	.....	.....	672	672	256	416	.....	.....	.....
Oregon	727	727	291	436	.....	.....	.....	610	610	234	376	.....	.....	.....
California	10,352	10,350	4,140	6,210	2	.....	2	10,011	10,009	3,965	6,044	2	.....	2

TABLE 18.—ENROLLMENT IN PAROCHIAL SCHOOLS, CENSUS OF 1890—Continued.

PUPILS—Continued.

STATES AND TERRITORIES.	GERMAN EVANGELICAL.							EVANGELICAL LUTHERAN.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The United States	15,639	15,638	7,946	7,692	1	.....	1	142,963	142,302	72,094	70,208	661	321	340
North Atlantic division	1,616	1,616	781	835	.....	.....	.....	14,043	14,043	7,249	6,794	.....	.....	.....
Maine	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire	.....	.....	.....	.....	.....	.....	.....	40	40	24	16	.....	.....	.....
Vermont	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Massachusetts	.....	.....	.....	.....	.....	.....	.....	93	93	40	53	.....	.....	.....
Rhode Island	.....	.....	.....	.....	.....	.....	.....	30	30	15	15	.....	.....	.....
Connecticut	.....	.....	.....	.....	.....	.....	.....	553	553	277	276	.....	.....	.....
New York	955	955	452	503	.....	.....	.....	8,412	8,412	4,356	4,056	.....	.....	.....
New Jersey	.....	.....	.....	.....	.....	.....	.....	776	776	438	338	.....	.....	.....
Pennsylvania	661	661	329	332	.....	.....	.....	4,139	4,139	2,099	2,040	.....	.....	.....
South Atlantic division	.....	.....	.....	.....	.....	.....	.....	1,271	1,168	611	557	103	38	65
Delaware	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maryland	.....	.....	.....	.....	.....	.....	.....	760	760	381	379	.....	.....	.....
District of Columbia	.....	.....	.....	.....	.....	.....	.....	53	53	27	26	.....	.....	.....
Virginia	.....	.....	.....	.....	.....	.....	.....	107	107	86	21	.....	.....	.....
West Virginia	.....	.....	.....	.....	.....	.....	.....	130	130	56	74	.....	.....	.....
North Carolina	.....	.....	.....	.....	.....	.....	.....	183	80	41	39	103	38	65
South Carolina	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Florida	.....	.....	.....	.....	.....	.....	.....	38	38	20	18	.....	.....	.....
North Central division	13,605	13,604	6,927	6,677	1	.....	1	123,663	123,653	62,460	61,193	10	7	3
Ohio	617	617	316	301	.....	.....	.....	8,115	8,115	4,146	3,969	.....	.....	.....
Indiana	784	784	389	395	.....	.....	.....	7,763	7,763	3,866	3,897	.....	.....	.....
Illinois	4,245	4,245	2,156	2,089	.....	.....	.....	24,433	24,433	12,481	11,952	.....	.....	.....
Michigan	636	636	320	316	.....	.....	.....	11,659	11,658	5,934	5,724	1	1	.....
Wisconsin	1,133	1,133	586	547	.....	.....	.....	26,359	26,355	13,203	13,152	4	3	1
Minnesota	738	738	357	381	.....	.....	.....	18,409	18,409	9,161	9,248	.....	.....	.....
Iowa	903	903	467	436	.....	.....	.....	8,701	8,701	4,359	4,342	.....	.....	.....
Missouri	4,106	4,106	2,124	1,982	.....	.....	.....	6,786	6,781	3,458	3,323	5	3	2
North Dakota	23	23	12	11	.....	.....	.....	1,725	1,725	903	822	.....	.....	.....
South Dakota	.....	.....	.....	.....	.....	.....	.....	1,594	1,594	843	751	.....	.....	.....
Nebraska	261	260	126	134	1	.....	1	5,132	5,132	2,587	2,545	.....	.....	.....
Kansas	159	159	74	85	.....	.....	.....	2,987	2,987	1,519	1,468	.....	.....	.....
South Central division	418	418	238	180	.....	.....	.....	3,346	2,798	1,444	1,354	548	276	272
Kentucky	38	38	16	22	.....	.....	.....	188	188	91	97	.....	.....	.....
Tennessee	.....	.....	.....	.....	.....	.....	.....	79	79	42	37	.....	.....	.....
Alabama	.....	.....	.....	.....	.....	.....	.....	124	124	61	63	.....	.....	.....
Mississippi	.....	.....	.....	.....	.....	.....	.....	48	48	23	25	.....	.....	.....
Louisiana	219	219	144	75	.....	.....	.....	1,208	746	403	343	462	239	223
Texas	161	161	78	83	.....	.....	.....	1,265	1,265	650	615	.....	.....	.....
Arkansas	.....	.....	.....	.....	.....	.....	.....	434	348	174	174	86	37	49
Western division	.....	.....	.....	.....	.....	.....	.....	640	640	330	310	.....	.....	.....
Montana	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	.....	.....	.....	.....	.....	.....	.....	101	101	50	51	.....	.....	.....
New Mexico	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah	.....	.....	.....	.....	.....	.....	.....	12	12	8	4	.....	.....	.....
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	.....	.....	.....	.....	.....	.....	.....	120	120	69	51	.....	.....	.....
Oregon	.....	.....	.....	.....	.....	.....	.....	66	66	28	38	.....	.....	.....
California	.....	.....	.....	.....	.....	.....	.....	341	341	175	166	.....	.....	.....

TABLE 18.—ENROLLMENT IN PAROCHIAL SCHOOLS, CENSUS OF 1890—Continued.

PUPILS—Continued.

STATES AND TERRITORIES.	PROTESTANT EPISCOPAL.							ALL OTHERS. (a)						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The United States	8,385	4,635	2,292	2,343	3,750	1,779	1,971	6,119	5,860	3,004	2,856	259	120	139
North Atlantic division	2,555	2,550	1,317	1,233	5	2	3	1,604	1,604	814	790	.....	.....	.....
Maine	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Vermont	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Massachusetts	.....	.....	.....	.....	.....	.....	.....	76	76	33	43	.....	.....	.....
Rhode Island	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut	58	58	26	32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New York	1,446	1,444	843	601	2	.....	2	277	277	143	134	.....	.....	.....
New Jersey	259	257	120	137	2	2	.....	616	616	327	289	.....	.....	.....
Pennsylvania	792	791	328	463	1	.....	1	635	635	311	324	.....	.....	.....
South Atlantic division	4,369	943	402	541	3,426	1,627	1,799	378	120	90	30	258	119	139
Delaware	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maryland	579	350	152	198	229	103	126	.....	.....	.....	.....	.....	.....	.....
District of Columbia	179	81	25	56	98	50	48	.....	.....	.....	.....	.....	.....	.....
Virginia	1,138	54	.....	54	1,084	521	563	.....	.....	.....	.....	.....	.....	.....
West Virginia	35	.....	.....	.....	35	10	25	.....	.....	.....	.....	.....	.....	.....
North Carolina	1,267	382	188	194	885	379	506	50	50	50	.....	.....	.....	.....
South Carolina	615	68	32	36	547	273	274	180	70	40	30	110	47	63
Georgia	491	8	5	3	483	259	224	63	.....	.....	.....	63	32	31
Florida	65	.....	.....	.....	65	32	33	85	.....	.....	.....	85	40	45
North Central division	554	490	295	195	64	34	30	3,993	3,992	2,027	1,965	1	1	.....
Ohio	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indiana	99	99	53	46	.....	.....	.....	256	256	120	136	.....	.....	.....
Illinois	212	148	76	72	64	34	30	540	540	282	258	.....	.....	.....
Michigan	.....	.....	.....	.....	.....	.....	.....	1,182	1,182	572	610	.....	.....	.....
Wisconsin	130	130	85	45	.....	.....	.....	589	589	310	279	.....	.....	.....
Minnesota	8	8	6	2	.....	.....	.....	155	155	73	82	.....	.....	.....
Iowa	85	85	55	30	.....	.....	.....	319	319	170	149	.....	.....	.....
Missouri	.....	.....	.....	.....	.....	.....	.....	86	86	48	38	.....	.....	.....
North Dakota	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Dakota	20	20	20	.....	.....	.....	.....	61	61	34	27	.....	.....	.....
Nebraska	.....	.....	.....	.....	.....	.....	.....	336	336	154	182	.....	.....	.....
Kansas	.....	.....	.....	.....	.....	.....	.....	469	468	264	204	1	1	.....
South Central division	620	365	156	209	255	116	139	93	93	44	49	.....	.....	.....
Kentucky	255	85	54	31	170	81	89	.....	.....	.....	.....	.....	.....	.....
Tennessee	14	14	6	8	.....	.....	.....	26	26	12	14	.....	.....	.....
Alabama	279	194	69	125	85	35	50	.....	.....	.....	.....	.....	.....	.....
Mississippi	50	50	5	45	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Louisiana	.....	.....	.....	.....	.....	.....	.....	67	67	32	35	.....	.....	.....
Texas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arkansas	22	22	22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Western division	287	287	122	165	.....	.....	.....	51	51	29	22	.....	.....	.....
Montana	34	34	14	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Mexico	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah (b)	131	131	72	59	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	122	122	36	86	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oregon	.....	.....	.....	.....	.....	.....	.....	51	51	29	22	.....	.....	.....
California	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

a Columns "All others" analyzed on pages 41–43.

b The schools that might be called Mormon parochial are included among private denominational schools.

TABLE 19.—ENROLLMENT IN PUBLIC SCHOOLS, AS SUPERIOR, SECONDARY, AND ELEMENTARY, CENSUS OF 1890, AS DERIVED FROM THE REPORTS OF SCHOOLS, BY STATES AND TERRITORIES.

[This grouping has only the value of a careful estimate, owing to scant record in some states.]

STATES AND TERRITORIES.	SUPERIOR, SECONDARY, AND ELEMENTARY.							SUPERIOR.							SECONDARY.	ELEMENTARY.
	Grand aggregate.	White. (a)			Colored.			Aggregate.	White. (a)			Colored.			Aggregate.	Aggregate.
		Grand total.	Male.	Female.	Grand total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.		
The United States	12,769,864	11,418,616	5,829,616	5,589,000	1,351,248	653,328	697,920	46,533	44,969	23,761	21,208	1,564	760	804	311,095	12,412,236
North Atlantic division	3,124,417	3,095,050	1,556,620	1,538,430	29,367	14,153	15,214	15,979	15,969	5,654	10,315	10	7	3	94,967	3,013,471
Maine	140,650	140,540	69,068	71,472	110	58	52	837	837	319	518	.....	.....	.....	15,299	124,514
New Hampshire	59,947	59,916	30,899	29,017	31	18	13	134	134	34	100	.....	.....	.....	7,084	52,729
Vermont	66,720	66,612	34,303	32,309	108	47	61	1,112	1,112	673	439	.....	.....	.....	2,432	63,176
Massachusetts	373,087	370,493	187,754	182,739	2,594	1,257	1,337	1,436	1,435	274	1,161	1	.....	1	25,476	346,175
Rhode Island	52,974	52,748	26,388	26,360	226	101	125	200	199	6	193	1	.....	1	1,728	51,046
Connecticut	127,303	125,747	62,457	63,290	1,556	738	818	420	420	45	375	.....	.....	.....	4,063	122,820
New York	1,049,970	1,043,188	522,243	520,945	6,782	3,406	3,376	6,141	6,133	1,687	4,446	8	7	1	20,747	1,023,082
New Jersey	234,964	222,526	108,530	113,996	12,438	5,945	6,493	266	266	19	247	.....	.....	.....	5,249	229,449
Pennsylvania	1,018,802	1,013,280	514,978	498,302	5,522	2,583	2,939	5,433	5,433	2,597	2,836	.....	.....	.....	12,889	1,000,480
South Atlantic division	1,758,285	1,174,301	610,720	563,581	583,984	278,465	305,519	5,055	4,460	3,434	1,026	595	203	392	32,674	1,720,556
Delaware	31,434	26,778	13,228	13,550	4,656	2,348	2,308	.....	.....	.....	.....	.....	.....	.....	328	31,106
Maryland	184,926	148,899	76,633	72,266	36,027	17,932	18,095	619	619	333	286	.....	.....	.....	7,896	176,411
District of Columbia	36,906	23,574	11,458	12,116	13,332	5,853	7,479	80	40	5	35	40	4	36	1,767	35,059
Virginia	344,003	221,464	115,765	105,699	122,539	57,200	65,339	1,446	1,149	1,003	146	297	95	202	9,266	333,291
West Virginia	194,356	187,798	98,915	88,883	6,558	3,144	3,414	845	845	526	319	.....	.....	.....	1,812	191,699
North Carolina	326,895	209,117	108,906	100,211	117,778	55,826	61,952	521	273	273	.....	248	97	151	1,401	324,973
South Carolina	203,980	90,570	47,152	43,418	113,410	54,279	59,131	427	427	381	46	.....	.....	.....	7,210	196,343
Georgia	344,062	210,830	109,934	100,896	133,232	64,187	69,045	883	883	743	140	.....	.....	.....	2,529	340,650
Florida	91,723	55,271	28,729	26,542	36,452	17,696	18,756	234	224	170	54	10	7	3	465	91,024
North Central division	5,032,182	4,972,305	2,552,966	2,419,339	59,877	29,294	30,583	18,301	18,201	10,580	7,621	100	58	42	130,587	4,883,294
Ohio	798,216	794,521	412,268	382,253	3,695	1,813	1,882	514	510	425	85	4	4	.....	36,755	760,947
Indiana	507,445	503,352	258,921	244,431	4,093	1,907	2,186	1,652	1,644	997	647	8	4	4	7,391	498,402
Illinois	781,109	775,627	395,895	379,732	5,482	2,700	2,782	1,536	1,517	726	791	19	6	13	18,007	761,566
Michigan	430,665	428,948	218,979	209,969	1,717	906	811	3,345	3,335	2,427	908	10	8	2	16,908	419,412
Wisconsin	354,675	354,609	180,476	174,133	66	36	30	2,173	2,172	1,072	1,100	1	1	.....	10,634	341,868
Minnesota	284,269	284,086	146,509	137,577	183	93	90	1,785	1,785	978	807	.....	.....	.....	6,052	276,432
Iowa	494,957	493,686	252,196	241,490	1,271	625	646	1,690	1,689	1,039	650	1	1	.....	13,214	480,053
Missouri	623,071	590,084	301,575	288,509	32,987	16,255	16,732	2,244	2,192	1,295	897	52	30	22	5,097	615,730
North Dakota	35,694	35,692	18,803	16,889	2	1	1	80	80	35	45	.....	.....	.....	753	34,861
South Dakota	79,171	79,168	41,669	37,499	3	.....	3	763	763	374	389	.....	.....	.....	1,208	77,200
Nebraska	241,446	240,701	124,208	116,493	745	341	404	727	727	312	415	.....	.....	.....	6,400	234,319
Kansas	401,464	391,831	201,467	190,364	9,633	4,617	5,016	1,792	1,787	900	887	5	4	1	8,168	391,504
South Central division	2,334,694	1,658,642	841,920	816,722	676,052	330,418	345,634	4,482	3,624	2,727	897	858	491	367	44,551	2,285,661
Kentucky	409,607	354,804	183,554	171,250	54,803	26,560	28,243	433	413	305	108	20	8	12	2,588	406,586
Tennessee	456,242	354,627	184,019	170,608	101,615	50,506	51,109	510	497	496	1	13	13	.....	1,784	453,948
Alabama	306,350	188,629	96,321	92,308	117,721	56,982	60,739	1,519	907	652	255	612	313	299	1,293	303,538
Mississippi	335,468	151,856	78,175	73,681	183,612	90,188	93,424	641	565	388	177	76	60	16	1,689	333,138
Louisiana	125,161	75,363	38,839	36,524	49,798	25,143	24,655	228	228	156	72	.....	.....	.....	1,306	123,627
Texas	477,450	368,581	174,469	194,112	108,869	50,557	58,312	994	899	640	259	95	63	32	32,157	444,299
Oklahoma (b)	579	579	273	306	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	579
Arkansas	223,837	164,203	86,270	77,933	59,634	30,482	29,152	157	115	90	25	42	34	8	3,734	219,946
Western division	520,286	518,318	267,390	250,928	1,968	998	970	2,716	2,715	1,366	1,349	1	1	.....	8,316	509,254
Montana	16,980	16,889	8,609	8,280	91	48	43	.....	.....	.....	.....	.....	.....	.....	453	16,527
Wyoming	7,957	7,944	4,043	3,901	13	6	7	39	39	20	19	.....	.....	.....	133	7,785
Colorado	66,173	65,690	33,598	32,092	483	237	246	262	261	177	84	1	1	.....	1,870	64,041
New Mexico	18,249	18,249	11,857	6,392	.....	.....	.....	17	17	10	7	.....	.....	.....	17	18,215
Arizona	8,022	8,022	4,334	3,688	.....	.....	.....	28	28	12	16	.....	.....	.....	30	7,964
Utah	36,730	36,727	19,084	17,643	3	1	2	70	70	41	29	.....	.....	.....	418	36,242
Nevada	7,524	7,524	3,777	3,747	.....	.....	.....	73	73	25	48	.....	.....	.....	363	7,088
Idaho	14,311	14,311	6,943	7,368	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	14,311
Alaska	899	162	81	81	c737	385	352	.....	.....	.....	.....	.....	.....	.....	.....	899
Washington	55,705	55,678	27,712	27,966	27	14	13	66	66	20	46	.....	.....	.....	531	55,108
Oregon	63,987	63,972	32,694	31,278	15	4	11	562	562	336	226	.....	.....	.....	894	62,531
California	223,749	223,150	114,658	108,492	599	303	296	1,599	1,599	725	874	.....	.....	.....	3,607	218,543

a Includes unseparated colored. b School enrollment given is for Greer county only; population of that county, 5,338. c Native.

TABLE 20.—ENROLLMENT OF STUDENTS AND PUPILS IN PRIVATE SCHOOLS, AS SUPERIOR, SECONDARY, AND ELEMENTARY, INCLUDING PAROCHIAL AND COMMERCIAL SCHOOLS, CENSUS OF 1890, AS DERIVED FROM THE REPORTS OF SCHOOLS, BY STATES AND TERRITORIES.

[This grouping has only the value of a careful estimate, owing to indefinite classification in some reports.]

STATES AND TERRITORIES.	SUMMARY.						
	Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.
The United States	1,603,806	1,538,852	783,032	755,820	64,954	30,079	34,875
North Atlantic division	507,857	506,348	256,603	249,745	1,509	871	638
Maine	10,841	10,832	5,193	5,639	9	7	2
New Hampshire	12,088	12,080	6,468	5,612	8	6	2
Vermont	8,312	8,311	4,052	4,259	1	.....	1
Massachusetts	67,349	67,273	30,489	36,784	76	49	27
Rhode Island	11,253	11,227	5,696	5,531	26	17	9
Connecticut	24,321	24,307	12,826	11,481	14	12	2
New York	196,284	196,039	100,635	95,404	245	120	125
New Jersey	51,455	51,421	26,724	24,697	34	25	9
Pennsylvania	125,954	124,858	64,520	60,338	1,096	635	461
South Atlantic division	196,122	159,094	79,916	79,178	37,028	17,086	19,942
Delaware	3,000	2,937	1,475	1,462	63	26	37
Maryland	27,622	26,224	14,126	12,098	1,398	668	730
District of Columbia	8,669	7,666	4,086	3,580	1,003	583	420
Virginia	20,945	16,225	7,761	8,464	4,720	2,223	2,497
West Virginia	5,350	5,114	2,411	2,703	236	111	125
North Carolina	45,751	37,232	18,977	18,255	8,519	3,854	4,665
South Carolina	21,708	12,562	6,170	6,392	9,146	4,506	4,640
Georgia	56,773	46,398	23,039	23,359	10,375	4,360	6,015
Florida	6,304	4,736	1,871	2,865	1,568	755	813
North Central division	586,412	584,941	304,414	280,527	1,471	735	736
Ohio	104,902	104,497	55,116	49,381	405	222	183
Indiana	47,240	46,882	24,650	22,232	358	132	226
Illinois	114,042	113,822	60,210	53,612	220	119	101
Michigan	51,827	51,795	26,292	25,503	32	23	9
Wisconsin	74,019	74,002	37,964	36,038	17	9	8
Minnesota	42,151	42,141	21,672	20,469	10	7	3
Iowa	43,619	43,604	22,518	21,086	15	11	4
Missouri	64,685	64,503	33,393	31,110	182	69	113
North Dakota	2,617	2,617	1,288	1,329	.....	.....	.....
South Dakota	3,748	3,746	1,848	1,898	2	.....	2
Nebraska	15,990	15,982	8,119	7,863	8	4	4
Kansas	21,572	21,350	11,344	10,006	222	139	83
South Central division	241,317	217,530	108,188	109,342	23,787	10,783	13,004
Kentucky	42,678	40,934	20,988	19,946	1,744	793	951
Tennessee	57,809	53,050	27,237	25,813	4,759	2,223	2,536
Alabama	29,432	24,264	11,732	12,532	5,168	2,404	2,764
Mississippi	26,509	23,698	11,068	12,630	2,811	1,258	1,553
Louisiana	32,259	27,398	13,866	13,532	4,861	2,216	2,645
Texas	35,589	33,161	15,608	17,553	2,428	925	1,503
Oklahoma	1,203	1,202	623	579	1	.....	1
Arkansas	15,838	13,823	7,066	6,757	2,015	964	1,051
Western division	72,098	70,939	33,911	37,028	1,159	604	555
Montana	1,703	1,698	778	920	5	5	.....
Wyoming	350	350	113	237	.....	.....	.....
Colorado	7,563	7,538	3,571	3,967	25	10	15
New Mexico	5,371	5,178	2,583	2,595	193	98	95
Arizona	997	996	351	645	1	1	.....
Utah	10,990	10,986	5,735	5,251	4	3	1
Nevada	456	456	97	359	.....	.....	.....
Idaho	1,104	1,104	467	637	.....	.....	.....
Alaska	878	23	13	10	b855	460	395
Washington	4,489	4,484	2,299	2,185	5	3	2
Oregon	5,618	5,616	2,653	2,963	2	2	.....
California	32,579	32,510	15,251	17,259	69	22	47

a Includes unseparated colored.

b Native.

TABLE 20.—ENROLLMENT OF STUDENTS AND PUPILS IN PRIVATE SCHOOLS, AS SUPERIOR, SECONDARY, AND ELEMENTARY, CENSUS OF 1890—Continued.

STATES AND TERRITORIES.	SUPERIOR.							SECONDARY.						
	Aggregate.	White. (a)			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The United States	103,876	100,693	73,213	27,480	3,183	2,050	1,133	296,245	284,844	128,381	156,463	11,401	5,276	6,125
North Atlantic division	35,759	35,546	29,383	6,163	213	203	10	75,600	75,453	34,507	40,946	147	97	50
Maine	1,140	1,138	847	291	2	2	.....	3,362	3,362	1,696	1,666	.....	.....	.....
New Hampshire	493	493	448	45	.....	.....	.....	2,533	2,533	1,286	1,247	.....	.....	.....
Vermont	483	483	292	191	.....	.....	.....	2,987	2,986	1,275	1,711	1	.....	1
Massachusetts	7,962	7,935	5,443	2,492	27	26	1	8,478	8,460	3,960	4,500	18	.....	18
Rhode Island	684	682	591	91	2	2	.....	1,688	1,688	825	863	.....	.....	.....
Connecticut	1,939	1,934	1,879	55	5	5	.....	2,853	2,853	1,081	1,772	.....	.....	.....
New York	12,478	12,458	10,850	1,608	20	16	4	28,056	28,048	12,381	15,667	8	3	5
New Jersey	1,839	1,833	1,782	51	6	6	.....	7,067	7,067	2,960	4,107	.....	.....	.....
Pennsylvania	8,741	8,590	7,251	1,339	151	146	5	18,576	18,456	9,043	9,413	120	94	26
South Atlantic division	13,381	12,068	8,030	4,038	1,313	943	370	46,152	40,399	17,512	22,887	5,753	2,685	3,068
Delaware	93	93	84	9	.....	.....	.....	471	471	201	270	.....	.....	.....
Maryland	3,491	3,351	2,979	372	140	59	81	4,375	4,112	1,380	2,732	263	127	136
District of Columbia	1,653	1,240	1,200	40	413	332	81	1,803	1,743	670	1,073	60	47	13
Virginia	2,043	1,909	1,207	702	134	86	48	6,217	5,925	2,490	3,435	292	30	262
West Virginia	540	361	189	172	179	90	89	1,460	1,460	466	994	.....	.....	.....
North Carolina	2,390	2,203	1,114	1,089	187	175	12	14,170	12,943	6,552	6,391	1,227	573	654
South Carolina	1,096	973	455	518	123	78	45	6,561	3,882	1,831	2,051	2,679	1,365	1,314
Georgia	2,010	1,889	783	1,106	121	107	14	9,283	8,230	3,379	4,851	1,053	449	604
Florida	65	49	19	30	16	16	.....	1,812	1,633	543	1,090	179	94	85
North Central division	36,363	36,284	25,690	10,594	79	51	28	80,313	80,053	37,477	42,576	260	144	116
Ohio	11,457	11,386	7,876	3,510	71	44	27	15,062	14,855	7,300	7,555	207	112	95
Indiana	4,219	4,218	3,054	1,164	1	.....	1	9,010	8,998	4,324	4,674	12	7	5
Illinois	7,804	7,800	5,938	1,862	4	4	.....	11,459	11,448	4,804	6,644	11	5	6
Michigan	1,571	1,569	1,092	477	2	2	.....	4,220	4,210	1,984	2,226	10	7	3
Wisconsin	880	879	788	91	1	1	.....	3,375	3,373	1,749	1,624	2	2	.....
Minnesota	1,034	1,034	919	115	.....	.....	.....	3,317	3,317	1,562	1,755	.....	.....	.....
Iowa	2,958	2,958	1,912	1,046	.....	.....	.....	10,942	10,937	5,229	5,708	5	4	1
Missouri	4,826	4,826	3,021	1,805	.....	.....	.....	12,179	12,178	5,397	6,781	1	1	.....
North Dakota	81	81	29	52	.....	.....	.....	380	380	174	206	.....	.....	.....
South Dakota	204	204	99	105	.....	.....	.....	960	958	420	538	2	.....	2
Nebraska	441	441	345	96	.....	.....	.....	2,526	2,523	979	1,544	3	.....	3
Kansas	888	888	617	271	.....	.....	.....	6,883	6,876	3,555	3,321	7	6	1
South Central division	15,498	13,920	8,115	5,805	1,578	853	725	71,191	65,986	29,619	36,367	5,205	2,321	2,884
Kentucky	4,096	4,023	2,624	1,399	73	53	20	10,361	10,149	4,179	5,970	212	113	99
Tennessee	4,175	3,657	2,291	1,366	518	297	221	20,498	19,224	9,491	9,733	1,274	596	678
Alabama	1,753	1,337	532	805	416	179	237	7,233	6,804	3,650	3,154	429	183	246
Mississippi	1,492	1,260	374	886	232	114	118	8,144	7,640	3,217	4,423	504	212	292
Louisiana	1,563	1,389	1,106	283	174	103	71	7,804	6,216	2,464	3,752	1,588	696	892
Texas	2,117	2,024	1,016	1,008	93	74	19	12,116	11,701	4,688	7,013	415	116	299
Oklahoma	.....	.....	.....	.....	.....	.....	.....	53	53	26	27	.....	.....	.....
Arkansas	302	230	172	58	72	33	39	4,982	4,199	1,904	2,295	783	405	378
Western division	2,875	2,875	1,995	880	.....	.....	.....	22,989	22,953	9,266	13,687	36	29	7
Montana	17	17	10	7	.....	.....	.....	649	648	197	451	1	1	.....
Wyoming	19	19	9	10	.....	.....	.....	134	134	30	104	.....	.....	.....
Colorado	198	198	139	59	.....	.....	.....	2,355	2,355	839	1,516	.....	.....	.....
New Mexico	16	16	16	.....	.....	.....	.....	1,902	1,876	855	1,021	26	22	4
Arizona	.....	.....	.....	.....	.....	.....	.....	235	234	20	214	1	1	.....
Utah	371	371	239	132	.....	.....	.....	2,476	2,476	1,229	1,247	.....	.....	.....
Nevada	.....	.....	.....	.....	.....	.....	.....	79	79	.....	79	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	202	202	35	167	.....	.....	.....
Alaska	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	109	109	55	54	.....	.....	.....	2,285	2,283	1,091	1,192	2	1	1
Oregon	376	376	304	72	.....	.....	.....	2,499	2,498	861	1,637	1	1	.....
California	1,769	1,769	1,223	546	.....	.....	.....	10,173	10,168	4,109	6,059	5	3	2

(a) Includes unseparated colored.

TABLE 20.—ENROLLMENT OF STUDENTS AND PUPILS IN PRIVATE SCHOOLS, AS SUPERIOR, SECONDARY, AND ELEMENTARY, CENSUS OF 1890—Continued.

STATES AND TERRITORIES.	ELEMENTARY.							COMMERCIAL.						
	Aggregate.	White. (a)			Colored.			Aggregate.	White. (a)			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The United States	1,116,881	1,066,604	517,275	549,329	50,277	22,681	27,596	86,804	86,711	64,163	22,548	93	72	21
North Atlantic division	339,197	368,068	172,196	195,872	1,129	554	575	27,301	27,281	20,517	6,764	20	17	3
Maine	5,288	5,281	1,885	3,396	7	5	2	1,051	1,051	765	286	.....	.....	.....
New Hampshire	8,710	8,702	4,476	4,226	8	6	2	352	352	258	94	.....	.....	.....
Vermont	4,734	4,734	2,409	2,325	.....	.....	.....	108	108	76	32	.....	.....	.....
Massachusetts	47,295	47,267	18,287	28,980	28	20	8	3,614	3,611	2,799	812	3	3	.....
Rhode Island	8,121	8,101	3,736	4,365	20	12	8	760	756	544	212	4	3	1
Connecticut	18,465	18,456	9,068	9,388	9	7	2	1,064	1,064	798	266	.....	.....	.....
New York	145,804	145,596	69,840	75,756	208	94	114	9,946	9,937	7,564	2,373	9	7	2
New Jersey	40,542	40,518	20,398	20,120	24	15	9	2,007	2,003	1,584	419	4	4	.....
Pennsylvania	90,238	89,413	42,097	47,316	825	395	430	8,399	8,399	6,129	2,270	.....	.....	.....
South Atlantic division	132,317	102,356	50,896	51,460	29,961	13,457	16,504	4,272	4,271	3,478	793	1	1	.....
Delaware	2,333	2,270	1,111	1,159	63	26	37	103	103	79	24	.....	.....	.....
Maryland	18,252	17,257	8,491	8,766	995	482	513	1,504	1,504	1,276	228	.....	.....	.....
District of Columbia	4,210	3,681	1,497	2,184	529	203	326	1,003	1,002	719	283	1	1	.....
Virginia	12,280	7,986	3,747	4,239	4,294	2,107	2,187	405	405	317	88	.....	.....	.....
West Virginia	2,931	2,874	1,438	1,436	57	21	36	419	419	318	101	.....	.....	.....
North Carolina	29,191	22,086	11,311	10,775	7,105	3,106	3,999	.....	.....	.....	.....	.....	.....	.....
South Carolina	14,051	7,707	3,884	3,823	6,344	3,063	3,281	.....	.....	.....	.....	.....	.....	.....
Georgia	44,642	35,441	18,108	17,333	9,201	3,804	5,397	838	838	769	69	.....	.....	.....
Florida	4,427	3,054	1,309	1,745	1,373	645	728	.....	.....	.....	.....	.....	.....	.....
North Central division	426,949	425,884	210,570	215,314	1,065	491	574	42,787	42,720	30,677	12,043	67	49	18
Ohio	69,173	69,058	34,075	34,983	115	58	57	9,210	9,198	5,865	3,333	12	8	4
Indiana	31,546	31,218	15,583	15,635	328	116	212	2,465	2,448	1,689	759	17	9	8
Illinois	87,601	87,400	43,605	43,795	201	106	95	7,178	7,174	5,863	1,311	4	4	.....
Michigan	41,446	41,439	20,085	21,354	7	5	2	4,590	4,577	3,131	1,446	13	9	4
Wisconsin	67,798	67,786	33,912	33,874	12	4	8	1,966	1,964	1,515	449	2	2	.....
Minnesota	35,568	35,559	17,454	18,105	9	6	3	2,232	2,231	1,737	494	1	1	.....
Iowa	25,755	25,752	12,521	13,231	3	2	1	3,964	3,957	2,856	1,101	7	5	2
Missouri	42,128	41,947	20,794	21,153	181	68	113	5,552	5,552	4,181	1,371	.....	.....	.....
North Dakota	2,081	2,081	1,056	1,025	.....	.....	.....	75	75	29	46	.....	.....	.....
South Dakota	2,425	2,425	1,225	1,200	.....	.....	.....	159	159	104	55	.....	.....	.....
Nebraska	10,655	10,653	5,107	5,546	2	1	1	2,368	2,365	1,688	677	3	3	.....
Kansas	10,773	10,566	5,153	5,413	207	125	82	3,028	3,020	2,019	1,001	8	8	.....
South Central division	147,597	130,593	64,857	65,736	17,004	7,609	9,395	7,031	7,031	5,597	1,434	.....	.....	.....
Kentucky	26,483	25,024	12,763	12,261	1,459	627	832	1,738	1,738	1,422	316	.....	.....	.....
Tennessee	32,094	29,127	14,649	14,478	2,967	1,330	1,637	1,042	1,042	806	236	.....	.....	.....
Alabama	20,249	15,926	7,353	8,573	4,323	2,042	2,281	197	197	197	.....	.....	.....	.....
Mississippi	16,493	14,418	7,152	7,266	2,075	932	1,143	380	380	325	55	.....	.....	.....
Louisiana	22,162	19,063	9,707	9,356	3,099	1,417	1,682	730	730	589	141	.....	.....	.....
Texas	18,873	16,953	7,978	8,975	1,920	735	1,185	2,483	2,483	1,926	557	.....	.....	.....
Oklahoma	1,150	1,149	597	552	1	.....	1	.....	.....	.....	.....	.....	.....	.....
Arkansas	10,093	8,933	4,658	4,275	1,160	526	634	461	461	332	129	.....	.....	.....
Western division	40,821	39,703	18,756	20,947	1,118	570	548	5,413	5,408	3,894	1,514	5	5	.....
Montana	552	548	261	287	4	4	.....	485	485	310	175	.....	.....	.....
Wyoming	197	197	74	123	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	4,419	4,394	2,155	2,239	25	10	15	591	591	438	153	.....	.....	.....
New Mexico	3,453	3,286	1,712	1,574	167	76	91	.....	.....	.....	.....	.....	.....	.....
Arizona	720	720	300	420	.....	.....	.....	42	42	31	11	.....	.....	.....
Utah	8,060	8,056	4,196	3,860	4	3	1	83	83	71	12	.....	.....	.....
Nevada	377	377	97	280	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	902	902	432	470	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Alaska	878	23	13	10	b855	460	395	.....	.....	.....	.....	.....	.....	.....
Washington	1,671	1,670	846	824	1	.....	1	424	422	307	115	2	2	.....
Oregon	2,321	2,320	1,169	1,151	1	1	.....	422	422	319	103	.....	.....	.....
California	17,271	17,210	7,501	9,709	61	16	45	3,366	3,363	2,418	945	3	3	.....

a Includes unseparated colored.

b Native.

TABLE 21.—ENROLLMENT IN PROFESSIONAL SCHOOLS, CENSUS OF 1890, AS DERIVED FROM THE REPORTS OF SCHOOLS, BY STATES AND TERRITORIES.

STATES AND TERRITORIES.	ALL PROFESSIONAL SCHOOLS, PUBLIC AND PRIVATE.												
	Instructors.							Students.					
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The United States	7,929	7,700	6,599	1,101	229	145	84	81,564	77,214	53,626	23,588	4,350	2,591	1,759
North Atlantic division	3,193	3,193	2,659	534	.....	.....	.....	31,994	31,873	20,822	11,051	121	92	29
Maine	61	61	43	18	.....	.....	.....	996	996	399	597	.....	.....	.....
New Hampshire	38	38	36	2	.....	.....	.....	258	258	158	100	.....	.....	.....
Vermont	47	47	30	17	.....	.....	.....	868	863	420	443	5	4	1
Massachusetts	599	599	504	95	.....	.....	.....	4,596	4,561	2,866	1,695	35	15	20
Rhode Island	12	12	3	9	.....	.....	.....	238	237	6	231	1	.....	1
Connecticut	147	147	119	28	.....	.....	.....	1,183	1,178	734	444	5	5	.....
New York	1,325	1,325	1,134	191	.....	.....	.....	12,110	12,094	8,367	3,727	16	13	3
New Jersey	152	152	130	22	.....	.....	.....	1,123	1,117	838	279	6	6	.....
Pennsylvania	812	812	660	152	.....	.....	.....	10,622	10,569	7,034	3,535	53	49	4
South Atlantic division	918	827	762	65	91	53	38	8,604	6,645	5,585	1,060	1,959	1,211	748
Delaware	1	1	1	.....	.....	.....	.....	11	11	2	9	.....	.....	.....
Maryland	318	313	299	14	5	.....	5	2,748	2,577	2,238	339	171	90	81
District of Columbia	198	176	168	8	22	12	10	1,433	984	906	78	449	321	128
Virginia	124	106	91	15	18	12	6	1,567	1,130	921	209	437	187	250
West Virginia	58	54	34	20	4	2	2	977	798	469	329	179	90	89
North Carolina	43	23	22	1	20	12	8	457	84	84	.....	373	222	151
South Carolina	60	50	46	4	10	9	1	516	339	293	46	177	135	42
Georgia	108	99	97	2	9	4	5	804	657	638	19	147	143	4
Florida	8	5	4	1	3	2	1	91	65	34	31	26	23	3
North Central division	2,754	2,742	2,397	345	12	10	2	30,914	30,786	21,559	9,227	128	87	41
Ohio	500	495	453	42	5	5	.....	6,195	6,173	4,877	1,296	22	22	.....
Indiana	282	282	237	45	.....	.....	.....	3,780	3,768	2,482	1,286	12	7	5
Illinois	598	598	555	43	.....	.....	.....	5,930	5,903	4,775	1,128	27	14	13
Michigan	218	218	191	27	.....	.....	.....	2,591	2,581	1,845	736	10	9	1
Wisconsin	148	148	98	50	.....	.....	.....	2,077	2,077	1,134	943	.....	.....	.....
Minnesota	201	201	158	43	.....	.....	.....	1,886	1,884	1,219	665	2	2	.....
Iowa	187	187	161	26	.....	.....	.....	2,064	2,062	1,295	767	2	2	.....
Missouri	446	439	414	25	7	5	2	3,947	3,895	2,874	1,021	52	30	22
North Dakota	11	11	8	3	.....	.....	.....	110	110	36	74	.....	.....	.....
South Dakota	43	43	28	15	.....	.....	.....	631	631	248	383	.....	.....	.....
Nebraska	44	44	28	16	.....	.....	.....	550	550	217	333	.....	.....	.....
Kansas	76	76	66	10	.....	.....	.....	1,153	1,152	557	595	1	1	.....
South Central division	701	575	469	106	126	82	44	7,520	5,384	4,377	1,007	2,136	1,195	941
Kentucky	124	111	108	3	13	12	1	1,677	1,602	1,549	53	75	48	27
Tennessee	267	232	201	31	35	29	6	2,203	1,742	1,474	268	461	285	176
Alabama	126	72	35	37	54	27	27	1,587	599	344	255	988	475	513
Mississippi	27	25	19	6	2	1	1	533	247	137	110	286	156	130
Louisiana	68	65	52	13	3	3	.....	634	570	459	111	64	64	.....
Texas	55	46	30	16	9	3	6	617	454	244	210	163	110	53
Oklahoma	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arkansas	34	24	24	.....	10	7	3	269	170	170	.....	99	57	42
Western division	363	363	312	51	.....	.....	.....	2,532	2,526	1,283	1,243	6	6	.....
Montana	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	80	80	71	9	.....	.....	.....	253	253	173	80	.....	.....	.....
New Mexico	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona	1	1	1	.....	.....	.....	.....	28	28	12	16	.....	.....	.....
Utah	3	3	3	.....	.....	.....	.....	94	94	49	45	.....	.....	.....
Nevada	9	9	7	2	.....	.....	.....	45	45	9	36	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	8	8	5	3	.....	.....	.....	79	79	24	55	.....	.....	.....
Oregon	64	64	59	5	.....	.....	.....	350	350	229	121	.....	.....	.....
California	198	198	166	32	.....	.....	.....	1,683	1,677	787	890	6	6	.....
Alaska	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE 21.—ENROLLMENT IN PROFESSIONAL SCHOOLS, CENSUS OF 1890—Continued.

STATES AND TERRITORIES.	THEOLOGY.												
	Instructors.							Students.					
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The United States	891	866	863	3	25	25	.....	8,473	7,660	7,594	66	813	812	1
North Atlantic division	317	317	317	.....	.....	.....	.....	2,768	2,718	2,704	14	50	50	.....
Maine	9	9	9	.....	.....	.....	.....	53	53	53	.....	.....	.....	.....
New Hampshire	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Vermont	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Massachusetts	53	53	53	.....	.....	.....	.....	367	360	353	7	7	7	.....
Rhode Island	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut	30	30	30	.....	.....	.....	.....	229	227	225	2	2	2	.....
New York	96	96	96	.....	.....	.....	.....	874	874	871	3	.....	.....	.....
New Jersey	31	31	31	.....	.....	.....	.....	417	411	411	.....	6	6	.....
Pennsylvania	98	98	98	.....	.....	.....	.....	828	793	791	2	35	35	.....
South Atlantic division	139	126	126	.....	13	13	.....	1,376	890	890	.....	486	486	.....
Delaware	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maryland	59	59	59	.....	.....	.....	.....	645	608	608	.....	37	37	.....
District of Columbia	11	9	9	.....	2	2	.....	83	.....	.....	.....	83	83	.....
Virginia	19	17	17	.....	2	2	.....	198	126	126	.....	72	72	.....
West Virginia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Carolina	13	11	11	.....	2	2	.....	122	49	49	.....	73	73	.....
South Carolina	19	14	14	.....	5	5	.....	108	39	39	.....	69	69	.....
Georgia	16	14	14	.....	2	2	.....	204	68	68	.....	136	136	.....
Florida	2	2	2	.....	.....	.....	.....	16	.....	.....	.....	16	16	.....
North Central division	340	335	332	3	5	5	.....	3,453	3,434	3,384	50	19	19	.....
Ohio	63	58	58	.....	5	5	.....	451	439	431	8	12	12	.....
Indiana	15	15	14	1	.....	.....	.....	111	109	104	5	2	2	.....
Illinois	84	84	83	1	.....	.....	.....	1,118	1,115	1,109	6	3	3	.....
Michigan	16	16	16	.....	.....	.....	.....	139	139	135	4	.....	.....	.....
Wisconsin	29	29	29	.....	.....	.....	.....	359	359	359	.....	.....	.....	.....
Minnesota	52	52	52	.....	.....	.....	.....	606	604	604	.....	2	2	.....
Iowa	24	24	23	1	.....	.....	.....	155	155	137	18	.....	.....	.....
Missouri	42	42	42	.....	.....	.....	.....	423	423	423	.....	.....	.....	.....
North Dakota	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Dakota	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nebraska	2	2	2	.....	.....	.....	.....	22	22	22	.....	.....	.....	.....
Kansas	13	13	13	.....	.....	.....	.....	69	69	60	9	.....	.....	.....
South Central division	66	59	59	.....	7	7	.....	703	510	510	.....	253	252	1
Kentucky	16	16	16	.....	.....	.....	.....	328	323	323	.....	5	5	.....
Tennessee	34	30	30	.....	4	4	.....	245	152	152	.....	93	93	.....
Alabama	3	1	1	.....	2	2	.....	57	.....	.....	.....	57	56	1
Mississippi	3	3	3	.....	.....	.....	.....	23	.....	.....	.....	23	23	.....
Louisiana	6	5	5	.....	1	1	.....	54	.....	.....	.....	54	54	.....
Texas	4	4	4	.....	.....	.....	.....	56	35	35	.....	21	21	.....
Oklahoma	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arkansas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Western division	29	29	29	.....	.....	.....	.....	113	108	106	2	5	5	.....
Montana	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	.....	.....	.....	.....	.....	.....	.....	2	2	2	.....	.....	.....	.....
New Mexico	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oregon	11	11	11	.....	.....	.....	.....	34	34	34	.....	.....	.....	.....
California	18	18	18	.....	.....	.....	.....	77	72	70	2	5	5	.....
Alaska	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE 21.—ENROLLMENT IN PROFESSIONAL SCHOOLS, CENSUS OF 1890—Continued.

STATES AND TERRITORIES.	LAW.													
	Instructors.							Students.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The United States	341	339	338	1	2	2	.....	4,744	4,679	4,664	15	65	64	1
North Atlantic division	121	121	121	.....	.....	.....	.....	1,496	1,493	1,486	7	3	3	.....
Maine	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Vermont	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Massachusetts	32	32	32	.....	.....	.....	.....	445	445	438	7	.....	.....	.....
Rhode Island	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut	26	26	26	.....	.....	.....	.....	111	111	111	.....	.....	.....	.....
New York	53	53	53	.....	.....	.....	.....	782	781	781	.....	1	1	.....
New Jersey	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pennsylvania	10	10	10	.....	.....	.....	.....	158	156	156	.....	2	2	.....
South Atlantic division	61	60	60	.....	1	1	.....	1,011	970	970	.....	41	40	1
Delaware	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maryland	7	7	7	.....	.....	.....	.....	99	97	97	.....	2	2	.....
District of Columbia	29	29	29	.....	.....	.....	.....	588	566	566	.....	22	21	1
Virginia	4	4	4	.....	.....	.....	.....	208	208	208	.....	.....	.....	.....
West Virginia	2	2	2	.....	.....	.....	.....	10	10	10	.....	.....	.....	.....
North Carolina	4	4	4	.....	.....	.....	.....	43	35	35	.....	8	8	.....
South Carolina	3	2	2	.....	1	1	.....	30	21	21	.....	9	9	.....
Georgia	12	12	12	.....	.....	.....	.....	33	33	33	.....	.....	.....	.....
Florida	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Central division	123	123	122	1	.....	.....	.....	1,795	1,782	1,774	8	13	13	.....
Ohio	17	17	16	1	.....	.....	.....	178	175	175	.....	3	3	.....
Indiana	11	11	11	.....	.....	.....	.....	80	80	80	.....	.....	.....	.....
Illinois	14	14	14	.....	.....	.....	.....	376	374	374	.....	2	2	.....
Michigan	5	5	5	.....	.....	.....	.....	533	527	525	2	6	6	.....
Wisconsin	7	7	7	.....	.....	.....	.....	112	112	109	3	.....	.....	.....
Minnesota	17	17	17	.....	.....	.....	.....	134	134	133	1	.....	.....	.....
Iowa	20	20	20	.....	.....	.....	.....	155	153	151	2	2	2	.....
Missouri	17	17	17	.....	.....	.....	.....	150	150	150	.....	.....	.....	.....
North Dakota	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Dakota	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nebraska	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kansas	15	15	15	.....	.....	.....	.....	77	77	77	.....	.....	.....	.....
South Central division	24	23	23	.....	1	1	.....	330	322	322	.....	8	8	.....
Kentucky	3	3	3	.....	.....	.....	.....	30	30	30	.....	.....	.....	.....
Tennessee	10	9	9	.....	1	1	.....	132	124	124	.....	8	8	.....
Alabama	3	3	3	.....	.....	.....	.....	21	21	21	.....	.....	.....	.....
Mississippi	1	1	1	.....	.....	.....	.....	16	16	16	.....	.....	.....	.....
Louisiana	5	5	5	.....	.....	.....	.....	52	52	52	.....	.....	.....	.....
Texas	2	2	2	.....	.....	.....	.....	79	79	79	.....	.....	.....	.....
Oklahoma	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arkansas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Western division	12	12	12	.....	.....	.....	.....	112	112	112	.....	.....	.....	.....
Montana	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Mexico	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oregon	8	8	8	.....	.....	.....	.....	36	36	36	.....	.....	.....	.....
California	4	4	4	.....	.....	.....	.....	76	76	76	.....	.....	.....	.....
Alaska	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE 21.—ENROLLMENT IN PROFESSIONAL SCHOOLS, CENSUS OF 1890—Continued.

STATES AND TERRITORIES.	MEDICINE.												
	Instructors.							Students.					
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The United States	3,507	3,476	3,469	67	31	31	.....	22,452	22,178	21,003	1,175	274	266	8
North Atlantic division	1,273	1,273	1,224	49	.....	.....	.....	8,907	8,868	8,289	579	39	35	4
Maine	21	21	21	.....	.....	.....	.....	102	102	102	.....	.....	.....	.....
New Hampshire	15	15	15	.....	.....	.....	.....	83	83	83	.....	.....	.....	.....
Vermont	20	20	20	.....	.....	.....	.....	222	218	210	8	4	4	.....
Massachusetts	187	187	185	2	.....	.....	.....	854	848	782	66	6	6	.....
Rhode Island	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut	19	19	19	.....	.....	.....	.....	54	51	51	.....	3	3	.....
New York	674	674	643	31	.....	.....	.....	4,719	4,707	4,413	294	12	10	2
New Jersey	6	6	6	.....	.....	.....	.....	13	13	11	2	.....	.....	.....
Pennsylvania	331	331	315	16	.....	.....	.....	2,360	2,846	2,637	209	14	12	2
South Atlantic division	398	394	390	4	4	4	.....	2,330	2,214	2,165	49	116	114	2
Delaware	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maryland	156	156	154	2	.....	.....	.....	1,200	1,200	1,180	20	.....	.....	.....
District of Columbia	125	121	121	.....	4	4	.....	424	352	335	17	72	70	2
Virginia	31	31	31	.....	.....	.....	.....	173	173	173	.....	.....	.....	.....
West Virginia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Carolina	7	7	7	.....	.....	.....	.....	44	.....	.....	.....	44	44	.....
South Carolina	20	20	20	.....	.....	.....	.....	79	79	79	.....	.....	.....	.....
Georgia	59	59	57	2	.....	.....	.....	410	410	398	12	.....	.....	.....
Florida	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Central division	1,334	1,334	1,321	13	.....	.....	.....	7,790	7,774	7,300	474	16	15	1
Ohio	273	273	271	2	.....	.....	.....	1,778	1,771	1,671	100	7	7	.....
Indiana	112	112	110	2	.....	.....	.....	357	356	345	11	1	1	.....
Illinois	410	410	410	.....	.....	.....	.....	2,861	2,858	2,650	208	3	3	.....
Michigan	95	95	95	.....	.....	.....	.....	742	738	666	72	4	3	1
Wisconsin	4	4	4	.....	.....	.....	.....	35	35	34	1	.....	.....	.....
Minnesota	53	53	52	1	.....	.....	.....	144	144	131	13	.....	.....	.....
Iowa	93	93	91	2	.....	.....	.....	541	541	513	28	.....	.....	.....
Missouri	264	264	259	5	.....	.....	.....	1,269	1,269	1,235	34	.....	.....	.....
North Dakota	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Dakota	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nebraska	18	18	18	.....	.....	.....	.....	26	26	22	4	.....	.....	.....
Kansas	12	12	11	1	.....	.....	.....	37	36	33	3	1	1	.....
South Central division	292	265	265	.....	27	27	.....	2,786	2,684	2,663	21	102	101	1
Kentucky	94	86	86	.....	8	8	.....	1,185	1,167	1,151	16	18	17	1
Tennessee	129	112	112	.....	17	17	.....	996	922	919	3	74	74	.....
Alabama	11	11	11	.....	.....	.....	.....	128	128	128	.....	.....	.....	.....
Mississippi	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Louisiana	29	27	27	.....	2	2	.....	386	376	374	2	10	10	.....
Texas	11	11	11	.....	.....	.....	.....	13	13	13	.....	.....	.....	.....
Oklahoma	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arkansas	18	18	18	.....	.....	.....	.....	78	78	78	.....	.....	.....	.....
Western division	210	210	209	1	.....	.....	.....	639	638	586	52	1	1	.....
Montana	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	53	53	53	.....	.....	.....	.....	106	106	97	9	.....	.....	.....
New Mexico	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oregon	35	35	35	.....	.....	.....	.....	70	70	57	13	.....	.....	.....
California	122	122	121	1	.....	.....	.....	463	462	432	30	1	1	.....
Alaska	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE 21.—ENROLLMENT IN PROFESSIONAL SCHOOLS, CENSUS OF 1890—Continued.

STATES AND TERRITORIES.	TRAINING OF NURSES.												
	Instructors.							Students.					
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The United States	449	449	291	158	.....	.....	.....	1,870	1,841	133	1,708	29	.....	29
North Atlantic division	323	323	199	124	.....	.....	.....	1,454	1,435	114	1,321	19	.....	19
Maine	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Vermont	6	6	5	1	.....	.....	.....	17	16	.....	16	1	.....	1
Massachusetts	99	99	60	39	.....	.....	.....	393	375	29	346	18	.....	18
Rhode Island	3	3	.....	3	.....	.....	.....	23	23	.....	23	.....	.....	.....
Connecticut	2	2	.....	2	.....	.....	.....	67	67	.....	67	.....	.....	.....
New York	124	124	87	37	.....	.....	.....	545	545	35	510	.....	.....	.....
New Jersey	17	17	13	4	.....	.....	.....	30	30	.....	30	.....	.....	.....
Pennsylvania	72	72	34	38	.....	.....	.....	379	379	50	329	.....	.....	.....
South Atlantic division	7	7	7	.....	.....	.....	.....	43	33	.....	33	10	.....	10
Delaware	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maryland	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
District of Columbia	7	7	7	.....	.....	.....	.....	36	26	.....	26	10	.....	10
Virginia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
West Virginia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Carolina	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Carolina	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	.....	.....	.....	.....	.....	.....	.....	7	7	.....	7	.....	.....	.....
Florida	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Central division	110	110	78	32	.....	.....	.....	336	336	19	317	.....	.....	.....
Ohio	12	12	9	3	.....	.....	.....	18	18	2	16	.....	.....	.....
Indiana	3	3	.....	3	.....	.....	.....	21	21	.....	21	.....	.....	.....
Illinois	12	12	10	2	.....	.....	.....	90	90	.....	90	.....	.....	.....
Michigan	52	52	38	14	.....	.....	.....	151	151	17	134	.....	.....	.....
Wisconsin	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Minnesota	17	17	9	8	.....	.....	.....	38	38	.....	38	.....	.....	.....
Iowa	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Missouri	14	14	12	2	.....	.....	.....	18	18	.....	18	.....	.....	.....
North Dakota	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Dakota	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nebraska	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kansas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Central division	8	8	7	1	.....	.....	.....	7	7	.....	7	.....	.....	.....
Kentucky	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Tennessee	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Alabama	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mississippi	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Louisiana	8	8	7	1	.....	.....	.....	7	7	.....	7	.....	.....	.....
Texas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oklahoma	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arkansas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Western division	1	1	.....	1	.....	.....	.....	30	30	.....	30	.....	.....	.....
Montana	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Mexico	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oregon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
California	1	1	.....	1	.....	.....	.....	30	30	.....	30	.....	.....	.....
Alaska	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE 21.—ENROLLMENT IN PROFESSIONAL SCHOOLS, CENSUS OF 1890—Continued.

STATES AND TERRITORIES.	TECHNOLOGY.												
	Instructors.							Students.					
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
The United States	953	953	931	22				7,128	7,125	6,935	190	3	3	
North Atlantic division	555	555	553	2				4,354	4,351	4,280	71	3	3	
Maine														
New Hampshire	17	17	17					73	73	73				
Vermont														
Massachusetts	154	154	152	2				1,203	1,201	1,136	65	2	2	
Rhode Island														
Connecticut	38	38	38					343	343	343				
New York	191	191	191					1,478	1,477	1,477		1	1	
New Jersey	68	68	68					397	397	397				
Pennsylvania	87	87	87					860	860	854	6			
South Atlantic division	127	127	127					803	803	803				
Delaware														
Maryland	70	70	70					258	258	258				
District of Columbia														
Virginia	28	28	28					238	238	238				
West Virginia	6	6	6					14	14	14				
North Carolina														
South Carolina	9	9	9					154	154	154				
Georgia	14	14	14					139	139	139				
Florida														
North Central division	209	209	193	16				1,592	1,592	1,493	99			
Ohio	25	25	19	6				131	131	131				
Indiana	55	55	47	8				468	468	422	46			
Illinois	12	12	12					215	215	215				
Michigan	21	21	20	1				219	219	219				
Wisconsin	22	22	22					113	113	113				
Minnesota	12	12	12					135	135	110	25			
Iowa	10	10	10					66	66	66				
Missouri	33	33	33					186	186	168	8			
North Dakota														
South Dakota	5	5	5					26	26	16	10			
Nebraska														
Kansas	14	14	13	1				33	33	33				
South Central division	39	39	39					212	212	212				
Kentucky														
Tennessee	27	27	27					106	106	106				
Alabama														
Mississippi														
Louisiana														
Texas	6	6	6					14	14	14				
Oklahoma														
Arkansas	6	6	6					92	92	92				
Western division	23	23	19	4				167	167	147	20			
Montana														
Wyoming														
Colorado	7	7	7					54	54	54				
New Mexico														
Arizona														
Utah														
Nevada	5	5	5					9	9	9				
Idaho														
Washington														
Oregon														
California	11	11	7	4				104	104	84	20			
Alaska														

TABLE 21.—ENROLLMENT IN PROFESSIONAL SCHOOLS, CENSUS OF 1890—Continued.

STATES AND TERRITORIES.	PEDAGOGY.												
	Instructors.							Students.					
		White.			Colored.				White.			Colored.	
	Aggregate.	Total.	Male.	Female.	Total.	Male.	Female.	Aggregate.	Total.	Male.	Female.	Total.	Male.	Female.
The United States	1,788	1,617	767	850	171	87	84	36,897	33,731	13,297	20,434	3,166	1,446	1,720
North Atlantic division	604	604	245	359				13,015	13,008	3,949	9,059	7	1	6
Maine	31	31	13	18				841	841	244	597			
New Hampshire	6	6	4	2				102	102	2	100			
Vermont	21	21	5	16				629	629	210	419			
Massachusetts	74	74	22	52				1,334	1,332	128	1,204	2		2
Rhode Island	9	9	3	6				215	214	6	208	1		1
Connecticut	32	32	6	26				379	379	4	375			
New York	187	187	64	123				3,712	3,710	790	2,920	2	1	1
New Jersey	30	30	12	18				266	266	19	247			
Pennsylvania	214	214	116	98				5,537	5,535	2,546	2,989	2		2
South Atlantic division	186	113	52	61	73	35	38	3,041	1,735	757	978	1,306	571	735
Delaware	1	1	1					11	11	2	9			
Maryland	26	21	9	12	5		5	546	414	95	319	132	51	81
District of Columbia	26	10	2	8	16	6	10	302	40	5	35	262	147	115
Virginia	42	26	11	15	16	10	6	750	385	176	209	365	115	250
West Virginia	50	46	26	20	4	2	2	953	774	445	329	179	90	89
North Carolina	19	1		1	18	10	8	248				248	97	151
South Carolina	9	5	1	4	4	3	1	145	46		46	99	57	42
Georgia	7				7	2	5	11				11	7	4
Florida	6	3	2	1	3	2	1	75	65	34	31	10	7	3
North Central division	638	631	351	280	7	5	2	15,948	15,868	7,589	8,279	80	40	40
Ohio	110	110	80	30				3,639	3,639	2,467	1,172			
Indiana	86	86	55	31				2,743	2,734	1,531	1,203	9	4	5
Illinois	66	66	26	40				1,270	1,251	427	824	19	6	13
Michigan	29	29	17	12				807	807	283	524			
Wisconsin	86	86	36	50				1,458	1,458	519	939			
Minnesota	50	50	16	34				829	829	241	588			
Iowa	40	40	17	23				1,147	1,147	428	719			
Missouri	76	69	51	18	7	5	2	1,901	1,849	898	951	52	30	22
North Dakota	11	11	8	3				110	110	36	74			
South Dakota	38	38	23	15				605	605	232	373			
Nebraska	24	24	8	16				502	502	173	329			
Kansas	22	22	14	8				937	937	354	583			
South Central division	272	181	76	105	91	47	44	3,422	1,649	670	979	1,773	834	939
Kentucky	11	6	3	3	5	4	1	134	82	45	37	52	26	26
Tennessee	67	54	23	31	13	7	6	724	438	173	265	286	110	176
Alabama	109	57	20	37	52	25	27	1,381	450	195	255	931	419	512
Mississippi	23	21	15	6	2	1	1	494	231	121	110	263	133	130
Louisiana	20	20	8	12				135	135	33	102			
Texas	32	23	7	16	9	3	6	455	313	103	210	142	89	53
Oklahoma														
Arkansas	10				10	7	3	99				99	57	42
Western division	88	88	43	45				1,471	1,471	332	1,139			
Montana														
Wyoming														
Colorado	20	20	11	9				91	91	20	71			
New Mexico														
Arizona	1	1	1					28	28	12	16			
Utah	3	3	3					94	94	49	45			
Nevada	4	4	2	2				36	36		36			
Idaho														
Washington	8	8	5	3				79	79	24	55			
Oregon	10	10	5	5				210	210	102	108			
California	42	42	16	26				933	933	125	808			
Alaska														

TABLE 22.—PUBLIC SCHOOL ENROLLMENT IN CITIES WITH 10,000 INHABITANTS AND OVER, CENSUS OF 1890, AS DERIVED FROM THE REPORTS OF SCHOOLS.

STATES AND CITIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
Alabama:														
Birmingham	59	40	5	35	19	5	14	3,338	1,876	875	1,001	1,462	664	798
Mobile	65	43	9	34	22	5	17	3,709	2,559	1,211	1,348	1,150	538	612
Montgomery	38	26	1	25	12	2	10	1,757	1,123	.....	.....	634	.....	.....
Arkansas:														
Fort Smith	38	30	4	26	8	2	6	1,928	1,432	701	731	496	236	260
Little Rock	57	38	4	34	19	3	16	4,061	2,531	1,221	1,310	1,530	653	877
California:														
Alameda (*a*)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fresno (*b*)	30	30	4	26	.....	.....	.....	1,386	1,386	682	704	.....	.....	.....
Los Angeles	160	160	10	150	.....	.....	.....	8,288	8,116	4,088	4,028	172	85	87
Oakland	158	158	18	140	.....	.....	.....	9,565	9,472	*c*4,967	4,505	93	51	42
Sacramento	110	110	9	101	.....	.....	.....	5,051	5,051	2,213	2,838	.....	.....	.....
San Diego	62	62	3	59	.....	.....	.....	3,576	3,498	1,687	1,811	78	*d*44	*e*34
San Francisco	859	859	65	794	.....	.....	.....	42,926	42,706	22,673	20,033	220	108	112
San Jose	64	64	10	54	.....	.....	.....	3,399	3,377	1,730	1,647	22	7	15
Stockton	48	48	12	36	.....	.....	.....	2,833	2,833	1,334	1,499	.....	.....	.....
Colorado:														
Colorado Springs (*b*)	31	31	4	27	.....	.....	.....	1,812	1,812	876	936	.....	.....	.....
Denver	214	214	22	192	.....	.....	.....	14,009	13,645	6,749	6,896	364	172	192
Leadville	22	22	2	20	.....	.....	.....	1,058	990	480	510	68	40	28
Pueblo (*f*)	62	62	9	53	.....	.....	.....	2,849	2,800	1,400	1,400	49	23	26
Connecticut:														
Ansonia (*b*)	39	39	3	36	.....	.....	.....	1,820	.....	.....	.....	.....	.....	.....
Bridgeport	149	149	6	143	.....	.....	.....	7,836	7,702	3,739	3,963	134	55	79
Danbury	52	52	4	48	.....	.....	.....	3,980	3,929	1,936	1,993	51	24	27
Greenwich	30	30	4	26	.....	.....	.....	1,280	1,280	.....	.....	.....	.....	.....
Hartford	189	189	29	160	.....	.....	.....	7,643	.....	.....	.....	.....	.....	.....
Meriden	87	87	9	78	.....	.....	.....	4,355	4,341	2,049	2,292	14	6	8
New Britain	45	45	3	42	.....	.....	.....	4,068	.....	.....	.....	.....	.....	.....
New Haven (*g*)	319	319	24	295	.....	.....	.....	15,573	15,063	7,679	7,384	510	250	260
New London	54	54	6	48	.....	.....	.....	2,688	2,632	1,285	1,347	56	24	32
Norwalk	56	56	9	47	.....	.....	.....	2,730	2,730	.....	.....	.....	.....	.....
Norwich (*b*)	87	87	8	79	.....	.....	.....	3,433	.....	.....	.....	.....	.....	.....
Stamford	52	52	8	44	.....	.....	.....	1,975	.....	.....	.....	.....	.....	.....
Waterbury (*b*)	87	87	5	82	.....	.....	.....	5,019	.....	.....	.....	.....	.....	.....
Delaware:														
Wilmington	175	158	4	154	17	.....	17	9,184	8,033	.....	.....	1,151	.....	.....
District of Columbia:														
Washington (*a*)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Florida:														
Jacksonville	67	35	6	29	32	8	24	2,559	1,079	555	524	1,480	690	790
Key West	28	18	4	14	10	2	8	1,235	637	267	370	598	277	321
Pensacola	28	17	1	16	11	4	7	1,473	677	332	345	796	381	415
Georgia:														
Atlanta	135	95	11	84	40	4	36	7,889	5,546	2,522	3,024	2,334	1,094	1,240
Augusta	71	53	6	47	18	4	14	3,808	2,171	898	1,273	1,637	692	945
Columbus	44	.....	.....	.....	.....	.....	.....	2,444	1,234	545	689	1,210	484	726
Macon	48	39	2	37	9	3	6	2,042	1,521	727	794	521	229	292
Savannah	88	64	9	55	24	6	18	4,387	2,945	1,377	1,568	1,442	620	822
Illinois:														
Alton	28	28	3	25	.....	.....	.....	1,515	1,375	651	724	140	64	76
Aurora	72	72	5	67	.....	.....	.....	3,234	3,193	1,619	1,574	41	20	21
Belleville	50	50	12	38	.....	.....	.....	2,430	2,401	1,284	1,117	29	9	20
Bloomington (*f*)	77	77	2	75	.....	.....	.....	3,391	3,316	1,623	1,693	75	37	38
Cairo	29	19	1	18	10	1	9	1,517	929	435	494	588	297	291
Chicago	2,842	2,842	175	2,667	.....	.....	.....	135,551	134,327	66,461	67,866	1,224	612	612
Danville	58	58	8	50	.....	.....	.....	2,719	2,699	1,374	1,325	20	10	10
Decatur (*f*)	48	48	6	42	.....	.....	.....	3,116	2,996	1,498	1,498	120	45	75
East St. Louis	39	36	8	28	3	2	1	1,594	1,450	746	704	144	71	73
Elgin	57	57	2	55	.....	.....	.....	2,678	2,649	1,363	1,286	29	14	15
Freeport	40	40	4	36	.....	.....	.....	1,652	1,652	815	837	.....	.....	.....
Galesburg	53	53	3	50	.....	.....	.....	2,308	2,156	1,051	1,105	152	70	82
Jacksonville	40	40	2	38	.....	.....	.....	1,901	1,725	839	886	176	78	98

a Not reported distinct from including county or District.
b Includes unseparated colored.
c Includes 12 Japanese.
d Includes 12 Mongolians.
e Includes 9 Mongolians.
f Number of colored pupils estimated from present attendance.
g Number of colored pupils and ratio of sexes estimated from present attendance.

TABLE 22.—PUBLIC SCHOOL ENROLLMENT IN CITIES WITH 10,000 INHABITANTS AND OVER, CENSUS OF 1890—Continued.

STATES AND CITIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
Illinois—Continued.														
Joliet	65	65	2	63				3,580	3,580	1,823	1,757			
Moline (a)	44	44	3	41				2,126	2,096	1,014	1,082	30	15	15
Peoria (a)	142	142	13	129				7,561	7,448	3,586	3,862	113	57	56
Quincy	67	63	3	60	4	1	3	4,095	3,805	1,855	1,950	290	140	150
Rockford	78	78	3	75				3,780	3,755	1,870	1,885	25	12	13
Rock Island (a)	48	48	4	44				2,340	2,307	1,147	1,160	33	13	20
Springfield	80	80	8	72				3,659	3,159	1,619	1,540	500	243	257
Streator	43	43	1	42				2,282	2,280	1,136	1,144	2	1	1
Indiana:														
Anderson (b)	17	17	3	14				1,180	1,180	542	638			
Elkhart	46	46	4	42				2,165	2,161	1,090	1,071	4	1	3
Evansville	162	143	10	133	19	8	11	6,476	5,594	2,828	2,766	882	450	432
Fort Wayne	114	114	5	109				4,564	4,550	2,178	2,372	14	6	8
Indianapolis (a)	314	300	15	285	14	3	11	16,276	14,799	6,768	8,031	1,477	632	845
Jeffersonville	43	36	5	31	7	3	4	2,505	2,131	1,119	1,012	374	185	189
Lafayette (a)	59	58	5	53	1	1		7,139	7,059	3,479	3,580	80	45	35
Logansport	40	40	5	35				2,073	2,048	989	1,059	25	15	10
Michigan city	24	24	4	20				1,137	1,132	556	576	5	3	2
Muncie	39	39	3	36				2,035	1,951	963	988	84	41	43
New Albany	60	60	10	50				3,299	2,863	1,420	1,443	436	212	224
Richmond	62	62	5	57				2,689	2,463	1,179	1,284	226	103	123
South Bend	57	57	6	51				2,881	2,788	1,330	1,458	93	33	60
Terre Haute	120	114	10	104	6	5	1	5,012	4,758	2,388	2,370	254	118	136
Iowa:														
Burlington (c)	82	82	15	67				4,199	4,099	2,161	1,938	100	50	50
Cedar Rapids	84	84	1	83				3,720	3,669	1,843	1,826	51	27	24
Clinton	54	54	2	52				2,692	2,649	1 320	1,329	43	20	23
Council Bluffs	75	75	5	70				3,609	3,590	1,721	1,869	19	11	8
Davenport	119	119	13	106				4,629	4,573	2,335	2,238	56	29	27
Des Moines (d)	184	184	7	177				7,704	7,627	3,655	3,972	77	40	37
Dubuque	93	93	11	82				4,701	4,664	2,342	2,322	37	16	21
Keokuk (c)	52	52	11	41				2,317	2,096	1,075	1,021	221	95	126
Muscatine	51	51	5	46				2,028	2,018			10		
Ottumwa	50	50		50				2,462	2,420	1,200	1,220	42	20	22
Sioux city (e)	96	96	4	92				4,287	4,277	2,107	2,170	10	6	4
Kansas:														
Atchison	40	30	5	25	10	2	8	2,182	1,639	789	850	543	263	280
Fort Scott	41	34	5	29	7	1	6	2,638	2,227	1,211	1,016	411	184	227
Kansas city	104	88	15	73	16	6	10	5,677	4,877	2,400	2,477	800	350	450
Leavenworth	57	45	5	40	12	3	9	3,390	2,726	1,344	1,382	664	310	354
Topeka	120	100	12	88	20	11	9	6,311	5,134	2,501	2,633	1,177	547	630
Wichita (a)	90	90	17	73				4,804	4,651	2,239	2,412	153	79	74
Kentucky:														
Covington	66	60	6	54	6	2	4	4,018	3,674			344		
Lexington	62	42	2	40	20	3	17	2,905	2,008	1,021	987	897	395	502
Louisville	430	349	24	325	81	13	68	22,624	17,795	8,778	9,017	4,829	2,154	2,675
Newport	56	55	2	53	1	1		3,273	3,198	1,511	1,687	75	34	41
Paducah	33	24	5	19	9	5	4	1,979	1,363			616		
Louisiana:														
Baton Rouge	10	6	1	5	4	2	2	535	316	157	159	219	105	114
New Orleans	422	396	18	378	26	5	21	23,346	17,966	8,588	9,378	5,380	2,595	2,785
Shreveport	19	10	3	7	9	6	3	722	310	168	142	412	198	214
Maine:														
Auburn	59	59	3	56				1,820	1,820	870	950			
Augusta	44	44	4	40				1,879	1,875	949	926	4	1	3
Bangor	93	93	4	89				3,052						
Biddeford	51	51	7	44				1,930	1,930	1,065	865			
Lewiston	69	69	4	65				2,828	2,821	1,402	1,419	7	4	3
Portland (a)	167	167	11	156				6,167	6,150	3,550	2,600	17	13	4
Maryland:														
Baltimore	1,187	1,171	111	1,060	16	3	13	48,850	42,101	21,096	21,005	6,749	3,073	3,676
Cumberland	26	23	3	20	3	2	1	1,724	1,539	775	764	185	98	87
Hagerstown	38	35	8	27	3	1	2	1,671	1,488	754	734	183	89	94

a Number of colored pupils estimated from present attendance.
b Includes unseparated colored.
c Number and sex of colored pupils estimated from present attendance.
d Colored pupils reported by East Des Moines.
e Sex and color of pupils estimated from present attendance.

TABLE 22.—PUBLIC SCHOOL ENROLLMENT IN CITIES WITH 10,000 INHABITANTS AND OVER, CENSUS OF 1890—Continued.

STATES AND CITIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
Massachusetts:														
Beverly (a)	43	43	2	41	.....	.....	.....	1,766	1,754	858	896	12	5	7
Boston	1,380	1,379	168	1,211	1	.....	1	68,798	67,746	35,609	32,137	1,052	505	547
Brockton (b)	85	85	9	76	.....	.....	.....	3,892	3,890	2,022	1,868	2	.....	2
Brookline	67	67	8	59	.....	.....	.....	2,007	2,007	982	1,025	.....	.....	.....
Cambridge (c)	251	251	21	230	.....	.....	.....	10,335	10,335	5,141	5,194	.....	.....	.....
Chelsea (d)	103	101	11	90	2	.....	2	5,389	5,289	2,740	2,549	100	55	45
Chicopee	35	35	3	32	.....	.....	.....	1,781	1,781	919	862	.....	.....	.....
Clinton	33	33	1	32	.....	.....	.....	1,654	1,654	895	759	.....	.....	.....
Everett	42	42	3	39	.....	.....	.....	1,998	1,985	925	1,060	13	6	7
Fall River	235	235	14	221	.....	.....	.....	11,124	11,112	5,835	5,277	12	5	7
Fitchburg	83	83	7	76	.....	.....	.....	3,725	3,720	1,917	1,803	5	3	2
Gloucester (c)	104	104	5	99	.....	.....	.....	4,137	4,137	2,095	2,042	.....	.....	.....
Haverhill	95	95	6	89	.....	.....	.....	3,832	3,779	1,870	1,909	53	28	25
Holyoke	103	103	11	92	.....	.....	.....	4,798	4,798	2,570	2,228	.....	.....	.....
Hyde Park	41	41	8	33	.....	.....	.....	1,993	.....	.....	.....	.....	.....	.....
Lawrence (d)	137	137	7	130	.....	.....	.....	6,285	6,276	3,255	3,021	9	4	5
Lowell	205	205	15	190	.....	.....	.....	11,149	11,134	5,700	5,434	15	10	5
Lynn	166	165	10	155	1	.....	1	8,550	8,550	4,354	4,196	.....	.....	.....
Malden	89	89	6	83	.....	.....	.....	3,692	3,676	1,834	1,842	16	5	11
Marlboro	54	54	2	52	.....	.....	.....	2,380	2,372	.....	.....	8	.....	.....
Medford	46	46	7	39	.....	.....	.....	2,186	2,179	1,090	1,089	7	2	5
New Bedford (c)	135	135	9	126	.....	.....	.....	5,696	5,436	2,640	2,796	260	110	150
Newburyport (f)	38	38	5	33	.....	.....	.....	1,737	1,726	867	859	11	6	5
Newton (c)	107	107	17	90	.....	.....	.....	4,363	4,363	2,185	2,178	.....	.....	.....
North Adams (f)	67	67	2	65	.....	.....	.....	2,631	2,619	1,352	1,267	12	6	6
Northampton (d)	71	71	4	67	.....	.....	.....	2,509	2,500	1,214	1,286	9	5	4
Peabody	44	44	5	39	.....	.....	.....	2,129	2,129	1,016	1,113	.....	.....	.....
Pittsfield	85	85	5	80	.....	.....	.....	3,360	3,309	1,641	1,668	51	22	29
Quincy	66	66	6	60	.....	.....	.....	3,287	.....	.....	.....	.....	.....	.....
Salem (g)	102	102	8	94	.....	.....	.....	4,111	4,076	2,383	1,693	35	20	15
Somerville (f)	142	142	11	131	.....	.....	.....	7,757	7,737	4,057	3,680	20	10	10
Springfield (f)	153	152	8	144	1	.....	1	6,266	6,066	2,801	3,265	200	100	100
Taunton	98	98	11	87	.....	.....	.....	4,358	.....	.....	.....	.....	.....	.....
Waltham (g)	62	62	5	57	.....	.....	.....	2,145	2,137	1,074	1,063	8	2	6
Weymouth	52	52	7	45	.....	.....	.....	2,202	2,186	1,090	1,096	16	7	9
Woburn	26	26	4	22	.....	.....	.....	2,529	2,515	1,450	1,065	14	10	4
Worcester	323	321	29	292	2	.....	2	14,933	14,757	7,679	7,078	176	80	96
Michigan:														
Alpena	30	30	3	27	.....	.....	.....	1,549	.....	.....	.....	.....	.....	.....
Battle Creek (f)	49	49	2	47	.....	.....	.....	2,250	2,187	636	1,551	63	39	24
Bay city (f)	87	87	5	82	.....	.....	.....	4,188	4,156	2,068	2,088	32	15	17
Detroit (c)	491	491	21	470	.....	.....	.....	23,916	23,916	12,300	11,616	.....	.....	.....
Grand Rapids	228	228	8	220	.....	.....	.....	10,752	.....	.....	.....	.....	.....	.....
Ishpeming	23	23	1	22	.....	.....	.....	1,721	1,721	848	873	.....	.....	.....
Jackson	45	45	2	43	.....	.....	.....	2,109	2,042	958	1,084	67	33	34
Kalamazoo (f)	70	70	2	68	.....	.....	.....	3,289	3,214	1,547	1,667	75	30	45
Lansing	38	38	1	37	.....	.....	.....	2,322	2,262	1,000	1,262	60	20	40
Manistee	51	51	4	47	.....	.....	.....	2,649	2,648	1,370	1,278	1	1	.....
Menominee	30	30	1	29	.....	.....	.....	1,725	1,725	850	875	.....	.....	.....
Muskegon	101	101	7	94	.....	.....	.....	5,171	5,171	2,571	2,600	.....	.....	.....
Port Huron	40	40	1	39	.....	.....	.....	2,234	2,230	1,130	1,100	4	2	2
Saginaw (h)	172	172	15	157	.....	.....	.....	7,866	7,852	3,959	3,893	14	6	8
West Bay city	57	57	5	52	.....	.....	.....	2,837	2,837	1,411	1,426	.....	.....	.....
Minnesota:														
Duluth	70	70	3	67	.....	.....	.....	3,197	3,191	1,654	1,537	6	4	2
Minneapolis (c)	509	509	19	490	.....	.....	.....	20,592	20,592	10,270	10,322	.....	.....	.....
St. Paul	454	452	46	406	2	.....	2	16,442	16,322	8,116	8,206	120	58	62
Stillwater (a)	42	42	3	39	.....	.....	.....	1,749	1,737	799	938	12	7	5
Winona (e)	60	60	3	57	.....	.....	.....	2,930	2,930	1,300	1,630	.....	.....	.....

a Number of pupils and ratio of sexes estimated from present attendance.
b Sex estimated.
c Includes unseparated colored.
d Number of colored pupils and ratio of sexes estimated from present attendance.
e Sex and color of pupils estimated from present attendance.
f Number of colored pupils estimated from present attendance.
g Number and sex of colored pupils estimated from present attendance.
h West Saginaw reported only total enrollment; sex estimated from report of East Saginaw, color from East Saginaw only.

TABLE 22.—PUBLIC SCHOOL ENROLLMENT IN CITIES WITH 10,000 INHABITANTS AND OVER, CENSUS OF 1890—Continued.

STATES AND CITIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
Mississippi:														
Meridian	36	28	1	27	8	1	7	1,500	1,014	402	612	486	211	275
Natchez	28	15	1	14	13	1	12	1,288	538	238	300	750	329	421
Vicksburg	27	16	1	15	11	1	10	1,466	680	297	383	786	313	473
Missouri:														
Hannibal	45	36	3	33	9	1	8	2,438	1,914	907	1,007	524	256	268
Kansas city	287	257	30	227	30	10	20	17,808	15,698	7,846	7,852	2,110	948	1,162
St. Joseph	132	117	8	109	15	6	9	6,813	6,139	3,000	3,139	674	296	378
St. Louis	1,154	1,058	54	1,004	96	19	77	58,316	53,294	25,960	27,334	5,022	2,449	2,573
Sedalia	54	48	1	47	6	2	4	2,955	2,511	1,213	1,298	444	209	235
Springfield	50	44	2	42	6	1	5	4,512	3,960	1,945	2,015	552	275	277
Montana:														
Butte city	50	50	7	43				2,447	2,425	1,206	1,219	22	9	13
Helena (*a*)	33	33	2	31				1,595	1,560	724	836	35	18	17
Nebraska:														
Beatrice	32	32	6	26				1,892	1,870	916	954	22	15	7
Hastings	28	28	1	27				1,550	1,534	750	784	16	5	11
Lincoln	96	96	6	90				5,359	5,200	2,585	2,615	159	73	86
Nebraska city	32	32						1,341	1,322			19		
Omaha	282	282	9	273				13,279	12,891	6,230	6,661	388	172	216
New Hampshire:														
Concord (*a*)	38	38	1	37				4,202	4,198	2,017	2,181	4	2	2
Dover	40	40	2	38				1,521	1,514	742	772	7	4	3
Manchester	75	75	7	68				3,787	3,783	1,860	1,923	4	2	2
Nashua	73	73	9	64				2,699	2,692	1,508	1,184	7	5	2
New Jersey:														
Atlantic city	35	35	1	34				1,935	1,795	885	910	140	58	82
Bayonne	54	54	5	49				2,859	2,844	1,309	1,535	15	9	6
Bridgeton	31	31	3	28				2,005	1,927	940	987	78	43	35
Camden	177	161	5	156	16	2	14	11,523	11,033	5,142	5,891	490	235	255
Elizabeth	77	77	4	73				4,420	4,299	2,087	2,212	121	49	72
Hoboken	120	120	8	112				6,453	6,449	3,282	3,167	4	2	2
Jersey city	403	403	18	385				22,294	21,733	10,456	11,277	561	228	333
Millville	41	41	5	36				1,833	1,804	764	1,040	29	11	18
Newark	443	439	34	405	4	1	3	25,137	24,264	11,681	12,583	873	426	447
New Brunswick	53	53	4	49				2,492	2,409	1,187	1,222	83	39	44
Orange	47	47	4	43				1,964	1,833	896	937	131	58	73
Passaic	38	38	1	37				2,056	1,991	1,010	981	65	25	40
Paterson	224	224	15	209				12,024	11,743	5,328	6,415	281	129	152
Plainfield (*a*)	40	40	3	37				1,647	1,607	853	754	40	23	17
Trenton	137	134	5	129	3	1	2	6,935	6,814	3,286	3,528	121	53	68
Union	31	31	3	28				1,862	1,862	940	922			
New York:														
Albany	278	278	23	255				14,389	14,339	7,159	7,180	50	20	30
Amsterdam	42	42						2,639						
Auburn (*a*)	102	102	5	97				3,534	3,459	1,706	1,753	75	40	35
Binghamton (*a*)	102	102	6	96				4,763	4,722	2,325	2,397	41	21	20
Brooklyn (*b*)	1,958	1,940	80	1,860	18	2	16	110,722	109,086	54,647	54,439	1,636	839	797
Buffalo	715	715	47	668				34,583	34,408	16,900	17,508	175	78	97
Cohoes	55	55	1	54				2,619	2,619	1,362	1,257			
Elmira (*a*)	98	98	5	93				4,629	4,528	2,317	2,211	101	40	61
Gloversville	39	39	3	36				2,507	2,488	1,219	1,269	19	10	9
Hornellsville	40	40	1	39				2,097	2,091	976	1,115	6		6
Ithaca	37	37	3	34				1,871	1,838	862	976	33	21	12
Jamestown	77	77	2	75				2,720						
Kingston	71	71	17	54				3,666	3,598	1,905	1,693	68	35	33
Lansingburg	44	44						1,731						
Lockport	54	54	4	50				2,730						
Long Island city	105	105	4	101				6,403						
Middletown	36	36	1	35				1,946	1,898	952	946	48	25	23
Newburg	83	83	7	76				3,437	3,344	1,653	1,691	93	46	47
New York (*c*)	3,706	3,690	329	3,361	16	1	15	197,945	196,333	98,029	98,304	1,612	806	806

a Number of colored pupils estimated from present attendance.

b Number of colored pupils and ratio of sexes estimated from present attendance.

c Colored pupils partly estimated.

TABLE 22.—PUBLIC SCHOOL ENROLLMENT IN CITIES WITH 10,000 INHABITANTS AND OVER, CENSUS OF 1890—Continued.

STATES AND CITIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
New York—Continued.														
Ogdensburg	38	38	4	34				1,812						
Oswego	72	72	3	69				3,709	3,700	1,857	1,843	9	4	5
Poughkeepsie	72	72	2	70				3,064	2,924	1,407	1,517	80	34	46
Rochester	442	442	17	425				17,024	16,955	8,358	8,597	69	31	38
Rome (a)	41	41	4	37				2,096	2,086	1,094	992	10	5	5
Saratoga Springs	47	47	5	42				2,273	2,204	1,088	1,116	69	35	34
Schenectady	50	50	2	48				2,415	2,405	1,200	1,205	10	5	5
Syracuse (b)	287	287	16	271				13,401	13,401	6,651	6,750			
Troy	171	171	19	152				7,712						
Utica	170	170	6	164				6,341	6,324	3,113	3,211	17	7	10
Watertown	65	65	5	60				2,430						
West Troy	29	29	3	26				1,653						
Yonkers (a)	68	68	4	64				3,624	3,594	1,878	1,716	30	15	15
North Carolina:														
Asheville	22	19	3	16	3	2	1	1,446	1,111	511	600	335	159	176
Charlotte	27	19	4	15	8	2	6	1,500	908	428	480	592	257	335
Raleigh	35	19	5	14	16	4	12	2,418	1,043	462	581	1,375	633	742
Wilmington	26	14	1	13	12	3	9	2,430	1,143	528	615	1,287	594	693
Ohio:														
Akron	100	100	7	93				4,907	4,820	2,387	2,433	87	37	50
Canton	80	80	12	68				4,253	4,241	2,107	2,134	12	4	8
Chillicothe	51	46	2	44	5	1	4	2,055	1,847	967	880	208	114	94
Cincinnati	766	751	115	636	15	6	9	36,659	35,059	17,951	17,108	1,600	860	806
Cleveland	694	690	34	656	4		4	37,641	37,219	18,766	18,453	422	198	224
Columbus (b)	255	255	16	239				12,461	12,461	6,128	6,333			
Dayton	192	192	20	172				8,465	8,465	4,267	4,198			
East Liverpool	34	34						2,331	2,331					
Findlay	57	57	5	52				3,227	3,227					
Hamilton	47	46	9	37	1		1	2,369	2,299	1,120	1,179	70	34	36
Ironton (b)	40	40	3	37				2,219	2,219	1,097	1,122			
Lima	50	50	4	46				2,482	2,482	1,252	1,230			
Mansfield	48	48	2	46				1,515	1,515					
Massillon	28	28	5	23				1,847	1,847					
Newark (a)	56	56	5	51				2,588	2,545	1,212	1,333	43	16	27
Portsmouth	46	42	3	39	4	1	3	2,208	2,020	962	1,058	188	103	85
Sandusky	66	66	6	60				3,029	2,934	1,489	1,445	95	40	55
Springfield (a)	113	113	18	95				5,098	4,400	2,239	2,161	698	344	354
Steubenville	60	60	12	48				2,556	2,431	1,301	1,130	125	55	70
Tiffin	32	32	5	27				1,421	1,415	672	743	6	4	2
Toledo (b)	213	213	20	193				10,877	10,877	5,454	5,423			
Youngstown	76	76	9	67				4,331	4,210	2,087	2,123	121	51	70
Zanesville (b)	80	80	4	76				3,355	3,355	1,719	1,636			
Oregon:														
East Portland	28	28	4	24				1,479	1,478	778	700	1		1
Portland	90	90	6	84				4,892	4,878	2,270	2,608	14	4	10
Pennsylvania:														
Allegheny (b)	278	278	22	256				15,947	15,947	7,878	8,069			
Allentown	74	74	14	60				4,362	4,362	2,181	2,181			
Altoona	100	100	10	90				5,385	5,340	2,622	2,718	45	21	24
Bradford	44	44	1	43				1,733	1,717	704	1,013	16	7	9
Carbondale	32	32	4	28				1,740	1,740	824	916			
Chester	65	65	2	63				3,318	2,985	1,431	1,554	333	152	181
Columbia	33	32	2	30	1	1		1,883	1,760	860	960	123	59	64
Easton	60	60	11	49				2,520	2,473	1,216	1,257	47	23	24
Erie	154	154	9	145				5,440	5,400	2,760	2,700	40	24	16
Harrisburg (a)	124	118	14	104	6	3	3	6,813	6,343	3,067	3,276	470	211	259
Hazelton	34	34	6	28				1,809	1,809	899	910			
Johnstown (b)	25	25	4	21				1,540	1,540	742	798			
Lancaster	78	78	5	73				4,646	4,579	2,308	2,271	67	27	40
Lebanon (b)	39	39	7	32				2,212	2,212	1,086	1,126			
McKeesport	50	50	4	46				2,903	2,903	1,483	1,420			

a Number of colored pupils estimated from present attendance.

b Includes unseparated colored.

TABLE 22.—PUBLIC SCHOOL ENROLLMENT IN CITIES WITH 10,000 INHABITANTS AND OVER, CENSUS OF 1890—Continued.

STATES AND CITIES	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
Pennsylvania—Continued.														
Mahanoy city	31	31	5	26	.....	.....	.....	1,939	1,939	1,093	846	.....	.....	.....
Nanticoke (a)	27	27	3	24	.....	.....	.....	1,471	1,471	689	782	.....	.....	.....
Newcastle	44	44	5	39	.....	.....	.....	2,242	2,224	1,100	1,124	18	10	8
Norristown	56	56	5	51	.....	.....	.....	2,565	2,493	1,260	1,233	72	37	35
Oil city	36	36	2	34	.....	.....	.....	2,118	2,093	994	1,099	25	6	19
Philadelphia (b)	2,694	2,666	99	2,567	28	6	22	162,108	158,573	77,762	80,811	3,535	1,658	1,877
Pittsburg (a)	618	618	39	579	.....	.....	.....	31,014	31,014	15,326	15,688	.....	.....	.....
Pittston	25	25	2	23	.....	.....	.....	1,412	1,406	623	783	6	2	4
Pottstown	43	43	6	37	.....	.....	.....	2,205	2,190	1,122	1,068	15	6	9
Pottsville	52	52	7	45	.....	.....	.....	2,435	2,408	1,276	1,132	27	9	18
Reading (c)	189	189	7	182	.....	.....	.....	8,687	8,587	4,303	4,284	100	50	50
Scranton	203	203	21	182	.....	.....	.....	11,023	10,998	5,278	5,720	25	10	15
Shamokin	46	46	9	37	.....	.....	.....	2,887	2,865	1,368	1,497	22	10	12
Shenandoah	43	43	8	35	.....	.....	.....	2,684	2,684	1,294	1,390	.....	.....	.....
South Bethlehem	27	27	8	19	.....	.....	.....	1,505	1,487	800	687	18	10	8
Wilkesbarre (a)	113	113	20	93	.....	.....	.....	6,536	6,536	3,162	3,374	.....	.....	.....
Williamsport	88	88	13	75	.....	.....	.....	4,598	4,383	2,128	2,255	215	107	108
York	62	60	18	42	2	1	1	3,226	3,117	1,607	1,510	109	47	62
Rhode Island:														
Lincoln (a)	59	59	4	55	.....	.....	.....	4,072	4,072	2,100	1,972	.....	.....	.....
Newport	50	50	5	45	.....	.....	.....	2,505	2,295	1,148	1,147	210	93	117
Pawtucket (c)	85	85	8	77	.....	.....	.....	5,019	5,004	2,558	2,446	15	8	7
Providence (a)	394	394	24	370	.....	.....	.....	18,271	18,271	9,189	9,082	.....	.....	.....
Warwick (a)	49	49	9	40	.....	.....	.....	2,687	2,687	1,378	1,309	.....	.....	.....
Woonsocket	46	46	4	42	.....	.....	.....	2,231	2,231	1,150	1,081	.....	.....	.....
South Carolina:														
Charleston	110	106	9	97	4	.....	4	5,287	2,803	1,041	1,762	2,484	1,094	1,390
Columbia	27	17	2	15	10	2	8	1,724	857	413	444	867	362	505
South Dakota:														
Sioux Falls	35	35	3	32	.....	.....	.....	1,441	1,438	717	721	3	.....	3
Tennessee:														
Chattanooga	74	45	3	42	29	6	23	4,541	2,578	1,288	1,290	1,963	897	1,066
Jackson	21	14	2	12	7	1	6	1,513	897	432	465	616	218	398
Knoxville	56	41	13	28	15	9	6	3,305	2,525	1,185	1,340	780	346	434
Memphis	107	77	.....	77	30	8	22	6,073	3,544	.....	.....	2,529	.....	.....
Nashville	157	117	15	102	40	22	18	8,475	5,709	2,773	2,936	2,766	1,189	1,577
Texas:														
Austin	68	50	4	46	18	7	11	2,760	1,912	928	984	848	378	470
Dallas	73	62	15	47	11	7	4	4,685	3,785	1,800	1,985	900	400	500
Denison	25	20	.....	20	5	2	3	1,475	1,168	530	638	307	137	170
El Paso	16	15	1	14	1	1	.....	859	798	418	380	61	26	35
Fort Worth	51	43	8	35	8	2	6	2,839	2,337	1,069	1,268	502	247	255
Galveston	90	69	9	60	21	10	11	3,922	3,071	1,467	1,604	851	392	459
Houston	61	40	8	32	21	8	13	3,360	1,938	932	1,006	1,422	646	776
Laredo	10	9	1	8	1	1	.....	783	727	424	303	56	33	23
San Antonio	76	64	10	54	12	4	8	4,407	3,685	1,735	1,950	722	328	394
Waco	48	37	5	32	11	3	8	2,637	1,837	910	927	800	369	431
Utah:														
Ogden	22	22	5	17	.....	.....	.....	1,942	1,939	985	954	3	1	2
Salt Lake city	68	68	23	45	.....	.....	.....	4,684	4,684	2,306	2,378	.....	.....	.....
Vermont:														
Burlington (a)	55	55	5	50	.....	.....	.....	1,740	1,740	943	797	.....	.....	.....
Rutland	29	29	2	27	.....	.....	.....	1,211	1,211	427	784	.....	.....	.....
Virginia:														
Alexandria	30	18	2	16	12	6	6	1,838	1,077	642	435	761	383	378
Danville	32	18	3	15	14	3	11	1,499	689	375	314	810	401	409
Lynchburg	62	38	4	34	24	8	16	3,350	1,677	799	878	1,673	680	993
Norfolk	31	21	4	17	10	2	8	2,575	1,317	625	692	1,258	513	745
Petersburg	48	24	1	23	24	2	22	3,215	1,391	702	689	1,824	769	1,055
Portsmouth	23	16	2	14	7	1	6	1,705	1,088	527	561	617	290	327
Richmond	230	154	19	135	76	12	64	11,749	6,781	3,282	3,499	4,968	2,110	2,858
Roanoke	18	13	2	11	5	1	4	2,033	1,424	670	754	609	273	336

a Includes unseparated colored.

b The figures given in Bulletin No. 17 proved to be the enrollment for a single day.

c Number of colored pupils estimated from present attendance.

TABLE 22.—PUBLIC SCHOOL ENROLLMENT IN CITIES WITH 10,000 INHABITANTS AND OVER, CENSUS OF 1890—Continued.

STATES AND CITIES.	TEACHERS.							PUPILS.						
	Aggregate.	White.			Colored.			Aggregate.	White.			Colored.		
		Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.	Female.
Washington:														
Seattle	65	65	4	61	.....	.....	.....	4,621	4,599	2,299	2,300	22	11	11
Spokane (a)	40	40	3	37	.....	.....	.....	2,784	2,784	1,505	1,279	.....	.....	.....
Tacoma (b)	59	59	4	55	.....	.....	.....	5,556	5,551	2,810	2,741	5	3	2
West Virginia:														
Huntington	30	27	2	25	3	2	1	1,506	1,324	673	651	182	80	102
Wheeling	117	112	5	107	5	1	4	5,609	5,446	2,665	2,781	163	78	85
Wisconsin:														
Appleton	44	44	8	36	.....	.....	.....	1,908	1,905	956	949	3	.....	3
Eauclaire	62	62	8	54	.....	.....	.....	3,177	3,177	1,610	1,567	.....	.....	.....
Fond du Lac	47	47	1	46	.....	.....	.....	2,294	2,260	1,157	1,103	34	19	15
Janesville (a)	43	43	2	41	.....	.....	.....	1,653	1,653	760	893	.....	.....	.....
Lacrosse	83	83	8	75	.....	.....	.....	4,462	4,453	2,268	2,185	9	5	4
Madison (a)	47	47	3	44	.....	.....	.....	1,989	1,989	1,020	969	.....	.....	.....
Mariuette (a)	31	31	3	28	.....	.....	.....	1,950	1,950	973	977	.....	.....	.....
Milwaukee (a)	496	496	63	433	.....	.....	.....	27,337	27,337	13,450	13,887	.....	.....	.....
Oshkosh	62	62	9	53	.....	.....	.....	7,808	7,808	3,902	3,906	.....	.....	.....
Racine (c)	60	60	7	53	.....	.....	.....	3,323	3,313	1,672	1,641	10	5	5
Sheboygan (a)	41	41	8	33	.....	.....	.....	2,405	2,405	1,208	1,197	.....	.....	.....
Superior (d)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wyoming:														
Cheyenne	23	23	2	21	.....	.....	.....	993	980	510	470	13	6	7

a Includes unseparated colored.
b Number of colored pupils estimated from present attendance.
c Number of colored pupils and ratio of sexes estimated from present attendance.
d Not reported distinct from the including county.

TABLE 23.—REPORTED FINANCES OF SCHOOL DISTRICTS, CENSUS OF 1890, BY STATES AND TERRITORIES.

STATES AND TERRITORIES.	ORDINARY RECEIPTS.				ORDINARY EXPENDITURES.					Value of buildings and other property.	Debt less sinking fund.
	Total ordinary receipts.	Taxation.	Funds and rents.	Miscellaneous.	Total ordinary expenditures.	Teachers' wages.	Construction and care of buildings.	Libraries and apparatus.	Miscellaneous.		
The United States	$139,619,440	$102,164,796	$25,694,449	$11,760,195	$138,786,393	$88,705,992	$24,224,793	$1,667,787	$24,187,821	.....	$37,593,854
North Atlantic division	49,201,216	37,619,786	8,273,147	3,308,283	47,625,548	28,067,821	10,687,114	455,077	8,415,536	.....	9,671,105
Maine	1,104,691	692,290	384,033	28,368	1,114,902	807,413	.....	.....	307,489	$3,455,965	(a)
New Hampshire	751,266	665,537	67,634	18,095	814,394	489,300	209,551	.....	115,543	2,637,464	182,331
Vermont	712,988	623,653	14,821	74,514	689,917	525,541	73,167	10,044	81,165	(b)	102,835
Massachusetts	8,286,046	8,129,713	158,988	2,345	8,286,062	4,740,024	1,870,618	.....	1,675,420	27,892,831	(a)
Rhode Island	983,461	746,386	131,548	105,527	917,990	575,783	203,080	7,047	132,080	2,739,672	119,880
Connecticut	2,015,667	1,533,902	401,717	80,048	2,123,839	1,330,087	360,394	16,443	416,915	6,275,177	1,610,360
New York	17,811,282	13,407,115	3,531,694	872,473	17,392,274	10,422,172	4,593,265	411,863	1,964,974	41,626,735	1,170,186
New Jersey	3,442,312	1,159,272	2,095,250	187,790	3,457,525	2,230,811	738,397	9,680	469,637	8,619,793	1,592,479
Pennsylvania	14,093,503	10,661,918	1,492,462	1,939,123	12,828,645	6,937,690	2,638,642	.....	3,252,313	35,435,412	4,893,034
South Atlantic division	8,685,223	5,678,474	2,307,051	699,698	8,630,711	6,400,063	884,277	88,721	1,257,650	.....	18,299
Delaware	329,982	227,614	102,368	.....	329,008	222,088	.....	.....	106,920	850,592	(a)
Maryland	1,776,485	1,602,863	72,050	101,572	1,910,663	1,457,527	167,429	.....	285,707	(b)	(a)
District of Columbia	906,124	453,062	453,062	.....	906,124	510,601	263,074	14,112	118,337	(b)	(a)
Virginia	1,590,060	705,429	851,468	33,163	1,577,347	1,248,355	141,724	13,730	173,538	2,236,085	(a)
West Virginia	1,298,321	964,906	286,969	46,446	1,284,991	832,961	176,198	33,636	242,196	2,483,528	18,299
North Carolina	721,752	574,619	29,063	118,070	718,225	555,983	73,620	.....	88,622	852,706	(a)
South Carolina	449,836	428,336	.....	21,500	460,260	384,814	27,131	14,164	34,151	457,473	(a)
Georgia	1,042,991	190,109	479,252	373,630	967,590	831,067	.....	.....	136,523	(b)	(a)
Florida	569,672	531,536	32,819	5,317	476,503	356,667	35,101	13,079	71,656	573,871	(a)
North Central division	61,108,263	47,033,142	8,432,593	5,642,528	62,815,531	39,866,831	9,869,489	769,134	12,310,077	.....	26,143,699
Ohio	10,443,534	9,937,584	243,294	262,656	10,755,246	6,766,709	1,488,474	.....	2,500,063	32,631,549	3,244,312
Indiana	4,173,205	3,143,568	656,110	373,527	5,900,233	3,783,087	854,486	.....	1,262,660	(b)	891,906
Illinois	11,453,226	8,828,109	1,396,189	1,228,928	11,288,529	7,207,623	2,089,639	269,471	1,721,796	26,814,480	3,183,397
Michigan	5,667,285	4,110,035	795,813	761,437	5,446,416	3,323,882	894,530	70,171	1,157,833	13,858,627	1,865,497
Wisconsin	3,933,202	2,815,426	782,131	335,645	3,711,286	2,493,002	475,531	156,838	585,915	8,815,900	311,903
Minnesota	4,423,340	2,749,135	862,048	812,157	4,033,516	2,374,713	714,031	10,358	934,414	11,408,173	2,066,422
Iowa	6,836,846	5,385,403	799,578	651,865	6,477,256	4,318,871	509,205	73,383	1,575,797	13,096,812	1,221,223
Missouri	4,957,484	3,440,120	1,487,516	29,848	5,128,260	3,472,229	865,382	27,802	762,847	12,194,381	1,465,551
North Dakota	601,677	441,081	127,190	33,406	626,946	358,359	56,719	28,216	183,652	1,516,099	1,055,095
South Dakota	1,096,299	864,967	178,244	53,088	1,173,757	695,841	131,377	55,818	290,721	1,953,742	2,103,253
Nebraska	3,277,150	1,744,672	601,977	930,501	3,301,119	2,051,449	915,894	.....	333,776	6,237,060	2,648,212
Kansas	4,245,015	3,573,042	502,563	169,470	4,972,967	3,021,066	874,221	77,077	1,000,603	10,617,151	6,086,928
South Central division	10,294,621	5,698,562	3,720,158	875,901	9,860,059	8,209,509	770,257	96,001	784,292	.....	220,343
Kentucky	2,113,046	1,880,362	.....	232,684	2,026,552	1,735,181	290,931	.....	440	3,502,108	168,872
Tennessee	1,417,805	1,206,926	128,807	82,072	1,300,351	1,079,256	77,257	36,855	106,983	2,380,319	(a)
Alabama	606,465	495,096	111,369	.....	547,880	531,916	.....	.....	15,964	(b)	(a)
Mississippi	1,132,782	613,710	414,312	104,760	1,097,916	939,087	94,084	.....	64,745	(b)	(a)
Louisiana	724,021	338,964	211,590	173,467	704,586	522,914	27,982	.....	153,690	(b)	(a)
Texas	3,204,671	377,044	2,558,589	269,038	3,163,714	2,531,255	181,055	45,815	405,589	(b)	33,982
Oklahoma (c)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arkansas	1,095,831	786,460	295,491	13,880	1,019,060	869,900	98,948	13,331	36,881	784,858	17,489
Western division	10,330,117	6,134,832	2,961,500	1,233,785	9,854,544	6,161,768	2,013,656	258,854	1,420,266	.....	1,540,408
Montana	447,034	359,716	.....	87,318	364,083	226,508	96,673	7,898	33,004	994,198	132,046
Wyoming	152,918	152,918	.....	.....	152,918	88,851	4,859	.....	59,208	(b)	(a)
Colorado	2,165,502	1,481,051	112,702	571,749	1,681,379	818,605	607,503	.....	255,271	4,386,905	253,626
New Mexico (b)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	19,370
Arizona (b)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	26,233
Utah	345,393	259,250	28,017	58,126	394,677	193,950	124,616	25,057	51,054	945,982	(a)
Nevada	153,639	110,985	42,123	531	149,513	125,335	8,916	1,430	13,832	277,233	15,300
Idaho	170,777	167,553	.....	3,224	168,318	121,581	18,648	7,903	20,186	(b)	111,642
Washington	971,618	668,786	.....	302,832	944,190	428,755	299,555	58,945	156,935	1,999,867	291,362
Oregon	904,337	641,237	151,187	111,913	880,369	563,594	148,938	44,056	123,781	1,769,600	186,020
California	5,018,899	2,293,336	2,627,471	98,092	5,119,097	3,594,589	703,948	113,565	706,995	13,624,143	504,809

a No debt. b No report. c No report. Bill for territorial organization approved May 2, 1890.